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ABSTRACT

This introductory French course guide is intended to be used by classroom teachers in the primary grades. The course and materials are designed for teachers who may not have had any background in the foreign language; the tapescript of each lesson is therefore highly structured. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. The materials have been organized into four units (Introduction, Colors, Numbers, and Body/Clothing), and each unit is divided into lessons with two levels of material, one for kindergarten and the other for grades 1, 2, or 3. In addition to the teaching guidelines and tape scripts, visual and worksheet-type materials, which are suitable for duplication, are included in each unit. (Author/AMH)

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ED207342

Introduction to French:

COLORS, NUMBERS, and BODY/CLOTHING

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FL 012 536

Division of Curriculum
Indiana Department of Public Instruction
Harold H. Negley, Superintendent
April 1981

Preface

These materials are designed for use and implementation by the elementary (K-3) classroom teacher. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. Because they are designed to be used by teachers who may not have had any background in the foreign language, the core of each lesson (tape script) is highly structured. The teacher, however, should feel free to adapt the tape script to meet the needs, interests, and abilities of his/her students. Foreign language learning does require a certain amount of repetition in order to acquire the oral skills of listening and speaking. However, if a tape script becomes too repetitive or if more repetition is needed, the teacher should feel free to omit or repeat sections of the tape script as needed. The ultimate decision on the method of presentation should be the teacher's, based on the developmental level and readiness of the children in the class.

These materials have been organized into units and each unit is divided into lessons. In each lesson there are two "levels" of material, one specifically designed for kindergarten and one for grades 1, 2, or 3. If it is felt that the materials designed for grades 1, 2, or 3 would be more appropriate for a kindergarten class or vice versa, the teacher should use those materials he/she feels would best meet his/her needs and the needs of the pupils.

In addition to the teaching guidelines and tape scripts, other visual and worksheet-type materials are included in each unit. All of the visuals in these materials will lend themselves to the making of overhead transparencies via a photocopy process or the production of electronically made ditto masters. Neither of these efforts will damage the materials.

Should teachers want to use only a part of a page for an overhead transparency or a ditto master, good quality photocopies will often serve as masters or originals. Using a photocopy in this way permits the teacher to "cut and paste" visuals as he/she desires, leaving the set of materials intact.

Teachers preferring to make posters or desiring to enlarge the visuals in the materials can do so by utilizing an opaque projector. The piece of posterboard or a large piece of construction paper can be "tacked" to the wall with masking tape. The image can be traced in pencil. When the outline is completed, the whole can be finished using felt markers or crayons.

In reproducing visual aids other than overhead transparencies (posters, flashcards), the teacher should use paper with enough "body" to stand up to repeated handling (posterboard, construction paper) and make bold lines which will "carry" to all parts of the class and can be easily seen.

Teachers should feel free to replace visuals in these materials with those they already have. If there are boy and girl puppets available, they may be used. If a teacher has visuals for the teaching of the colors or articles of clothing, those may be used.

Teachers also should not forget the possibility of putting up teaching bulletin boards--displays using items and pictures which can be pointed to in conducting recitation and practices.

There is a set of tapes accompanying each unit. These tapes are designed to assist the teacher who has had no training in the foreign language being taught. If, however, the teacher has had some language training and feels that he/she could teach the materials without the tapes, it is recommended that this be done. The tapes could, however, still be used as pronunciation aids and for reinforcement activities.

There is no sequencing of the units envisioned other than the presentation of the introductory unit first. After that, any order is acceptable. The material is designed for use in self-contained classes or individually guided education (IGE) classes and can be used for groups or for individuals.

Acknowledgments

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The materials were authored by Joanne Jones, Adjunct Professor at Indiana University-Purdue University at Indianapolis; Sherry Eggers, Spanish Teacher in the Indianapolis Public Schools; and Ruth Ann Martin, German Teacher, Guion Creek Middle School, Indianapolis. Lorraine A. Strasheim, Indiana University Coordinator for School Foreign Languages has served as the graphic artist for the visual materials. She has also served as consultant to the project, providing many suggestions for the content and format of these materials. Linda Dunlap and Frédérique Masson both free-lance artists have also contributed to the development of the visual materials.

With the support and aid of John A. Harrold, Director of the Division of Curriculum, Walter H. Bartz, State Foreign Language Consultant, has coordinated the project and has carried out the evaluation and dissemination phase.

These materials have been piloted by teachers throughout the state and their comments have provided valuable information for the final revision of this publication.

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INTRODUCTION TO FRENCH
Kindergarten, Grades One, Two, or Three

A WORD TO THE TEACHER: Although objectives, materials, activities, and detailed lesson plans have been defined for grade levels, teachers are presented with all of the materials for all of the grades so that they can make instructional decisions fitting their students' interests and abilities. A teacher with a kindergarten class that has children designated as "gifted" might, for example, find the materials for grades 1-3 more appropriate.

Objectives

Kindergarten:

1. Students will comprehend the spoken question Comment t'appelles-tu? and respond with Je m'appelle and their names.
2. Students will comprehend the spoken words bonjour and au revoir and speak and use them appropriately.
3. Students will recognize France on a map and know that French is spoken there.
4. Students will comprehend, say, and use appropriately un garçon and une fille.
5. Students will understand the concept of language and will demonstrate this by participating in a discussion of language and by completing appropriate exercises.
6. Students will comprehend, speak, and use oui, non, and merci appropriately.
7. The students will comprehend the spoken question Ça va? and respond with either très bien or pas très bien.

Grades One, Two, or Three: The students will achieve the objectives defined above, with the following changes:

1. The students will use the spoken question Comment t'appelles-tu? as well as comprehend and respond to it.
3. The students will, beyond recognizing the country of France on a map and knowing that French is spoken there, locate other French-speaking countries in Africa, the Caribbean, Europe, and North America on a world map.
7. The students will comprehend the spoken question Ça va? and respond with très bien, pas très bien, or pas mal.

Kit Contents

Kindergarten: Tapes and directions for 6 lessons teaching greetings, responses, questions and answers

Material for the study of language
Songs (tapes and scripts)
Games
Visual Aids
Teaching Guidelines

Grades One, Two, or Three:
Tapes and directions for 7 lessons teaching greetings, responses, questions and answers, and the components listed above

Activities

° indicates materials and/or activity are included in Kit.

Kindergarten:
1. Song: Frère Jacques°
2. Game: Charades°
3. Game: Oui or Non°
4. Song: Bonjour Pierrot°
5. Story: Frère Jacques°
6. Puppet worksheets to color and cut out°
7. Body language activities°

Grades One, Two, or Three: Numbers 1 through 4 above plus:

5. Story: "The Frog and the Cow"
6. Student skit
7. Taping students' voices

Materials

° indicates materials and/or activity are included in Kit.

Kindergarten:
1. Map of world
2. Map of France
3. Cue cards for Charades°
4. Visuals for game Oui or Non°
5. Happy face, sad face visuals
6. Script for songs Frère Jacques and Bonjour Pierrot°

7. Tape recorder
8. Story Frère Jacques on tape°
9. Worksheets of puppets,° paste, scissors, crayons, markers
10. Cardboard box for puppet stage, cloth, string
11. Two puppets--Pierre and Chantal (material and pattern°)

Grades One, Two, or Three: Numbers 1 through 11 above plus:

1. Students' copies of the story "The Frog and the Cow"°
2. "So-so" face visual

Optional Activities

° indicates materials and/or activity are included in Kit.

Kindergarten: Story of "The Frog and the Cow"

Grades One, Two, or Three: Body language activities°
Story of Frère Jacques°

GENERAL GUIDELINES

SPECIAL NOTE: This unit is unique in that it sets the stage for the entire program. This tape has considerable English on it by way of introduction, but, after reading the script, if you prefer, you may substitute your own questions and your own material for what is suggested.

IN THE CLASSROOM: It is suggested that the material in the introductory lessons be repeated as often as necessary and possible. Repetition, reinforcement, and use are the key elements in language learning. To this end we recommend the following:

A. Integrate as many French words and expressions from the lessons as possible into the classroom throughout the day. This is quite easy to do with greetings--hello, goodbye, how are you, what's your name, shaking hands--and yes and no. Repeated hearing and use are the best ways to learn a language. With your repeated use of these words and expressions, the students will also start to use them. And, as an added bonus, you too will be acquiring a new vocabulary!

B. Establish at least a 5-minute "warm-up" before each French class. The warm-up gets students "tuned in" to hearing French and is an ideal way to review. Ask students, for example, if they are un

garçon or une fille or a monsieur or a mademoiselle. Shake hands and say bonjour. Ask their names and/or how they are. Encourage them to do this with one another. These warm-ups are not indicated in every lesson plan, but it is assumed that you will do them.

C. Create a French atmosphere in the room, if possible. Any French posters, pictures, items from French-speaking countries, a French learning center, French bulletin boards with maps, brochures, French comic books, cartoons, etc., will all enhance the students' "French experience."

SONGS AND MUSIC: Several songs on tape with a written script are included. If you sing or play the piano or guitar, you may want to do the teaching yourself, using the tape only for pronunciation. Songs are an excellent way to practice pronunciation, especially for the hesitant learner. In addition to the songs in the lessons, the words, scripts, and/or tapes of additional songs may be obtained for your use or that of an interested music teacher in the school. On the tapes, each song is sung in its entirety, repeated line by line with pauses for student repetitions, then sung through once more.

VOCABULARY

A TEACHING HINT: The vocabulary below is on tape and mainly for the teacher's use. It includes most of the vocabulary items in the unit and should be used by the teacher as an aid for pronunciation practice. It is suggested that the teacher work with this list and tape before beginning the lessons in class.

KINDERGARTEN

A. Student

Good day, hello	Bonjour	(bohn-ZHOOR)
Goodbye	Au revoir	(oh ruh-VWAHR)
My name is	Je m'appelle	(zhuh mah-PEHL)
Fine	Très bien	(treh b'YEHNG)
Thanks	Merci	(mehr-SEE)
Not well	Pas très bien	(pah treh b'YEHNG)
A girl	Une fille	(ewn fee)
A boy	Un garçon	(uhn gahr-SOHNG)
Yes	Oui	(wee)
No	Non	(nohng)

B. Teacher

Good!	Bon	(bohng)
What's your name?	Comment t'appelles-tu?	(koh-MAHNG tah-PEHL-tew)
How are you?	Ça va?	(sah-VAH)
This is	C'est	(s-EH)
France	France	(frawnss)
What is this?	Qu'est-ce que c'est?	(kee-kuh-SEH)

GRADES ONE, TWO, OR THREE: The above, plus the following:

A. Student

Not bad, so-so, OK	Pas mal	(pah mahl)
Mister	Monsieur	(mah-s' YUH)
Miss	Mademoiselle	(mah-dmwah-ZEHL)
Mrs.	Madame	(mah-DAHM)
And you?	Et toi?	(eh twah)

B. Teacher

Very much (used with "Thank you")	Beaucoup	(boh-KOO)
You're welcome	De rien	(duh r'YEHNG)

MATERIALS NEEDED FOR LESSON 1

Kindergarten:
1. World map
2. Map of North America
3. Map of France
4. Puppet (Pierre) and "stage"

Grades One, Two, or Three: Numbers 1 through 3 above plus:

1. Worksheets (as desired by teacher)
2. Dittoed map of France for each student

LESSON 1 GUIDELINES

1. LANGUAGE: The children will be introduced to the concept of language in learning French. Urge them to discuss what language is and to be aware of all the forms language takes--oral, sign, body, and written. The following might occur in your discussion of language.

   a. Language is the way people communicate or talk to each other. Right now we are using language to talk to each other. That language is English.

   b. Ask them if they know any other languages. Thanks to "Sesame Street" and "Mr. Rogers," some may know some words in Spanish or French. Let them show you what they know.

   c. Tell them that they all know another language--body and sign language. They are constantly telling people things about themselves by the things their bodies do. When they are happy, for example, their bodies do things that tell us this, i.e., clap hands, jump up and down, laugh, smile, shout. When they are sad, their bodies droop, slouch, cry, or have a sad look. Ask them for other examples.

   d. Enclosed is a list of emotions, feelings, and situations to help the class understand body and sign language. Have them act these out without words.

   e. Tell the students that it is a good thing to have this other kind of language because it helps us communicate how we feel to our mothers, fathers, friends, relatives, and teachers. The more languages we know, the better off we are--we can communicate (talk to) better with more people.

   f. If yours is a group that travels and has exposure to other cultures and countries, by all means discuss the possibilities for actually using the French language they are going to learn. However, a word of caution here: Use this approach only when you have a group where the possibility of traveling is a reality. The communicative approach is more universal.

2. MAPS: It is important to locate the target country's position with respect to the United States, more specifically the state in which you live. Directions include locating the United States with regard to Mexico and Canada, two neighbors who speak different languages. On a world map the countries throughout the world where French is spoken should be outlined. Older children enjoy and can grasp map work better than young ones; therefore, your use of maps should be at your discretion as to the readiness level of your students. Map work of a detailed nature is primarily intended for the second or third grader.

3. THE FRENCH HANDSHAKE: Shaking hands is done by everyone in France, children and adults. When friends or relatives meet--men, women, and children--they shake hands. Encourage the children to shake hands with one another when they meet in the classroom. It would be helpful, too, if you were to greet them at the door with a handshake and a cheery bonjour.

4. FRERE JACQUES: The song is played through once so that students can listen to it. In the next repetition the song is repeated line by line with pauses so that the students can practice them. The entire song is then repeated.

For Teachers Using Puppets Only

5. A PUPPET "STAGE": It would be helpful if some sort of "stage" could be created for Pierre and Chantal, the French-speaking puppets, to "perform" upon. A cardboard carton with one side cut out and a piece of cloth on a string attached halfway up will suffice. Perhaps the children would enjoy decorating the "stage."

Tape Script - Kindergarten - Lesson 1

Teacher Instructions	Script	Student Response
Start Tape	Today you are going to begin learning about another country and other people. You are also going to learn to say some words in another language. Who can tell us what a language is?	
Stop Tape Discussion of language.		
Start Tape	Now let's talk about different kinds of language. What language are we speaking right now? (60-second pause for responses)	English, etc.
	That's right. We are speaking English, and that is what most people speak in the U.S. Look at the map and your teacher will show you a country called Mexico. Mexico is one of our neighbors. In Mexico people speak	
Stop Tape	Spanish. (Pause) Look again and you will see a country to the	
Stop Tape	north called Canada. (Pause) People there speak French. And that is the language you are going to learn and talk about. French is also spoken many other places. One is a country called France. Let's find France on the map your teacher will show you.	
Stop Tape Show France on the world map so they can see relation to U.S. Then show map of France itself.		
Start Tape	Now let's meet Pierre. He has something to say to you. Pierre, Pierre...	
Have Pierre enter, looking around, stumbling. He trips just as he enters stage.	Bonjour, bonjour, bonjour.	
	Classe, répétez: Bonjour, bonjour.	Bonjour, bonjour.

Teacher Instructions	Script	Student Response
	Pierre is going to teach you a French song called Frère Jacques. If you already know it, just sing along and help teach your friends.	
Song is on tape in its entirety, then line by line with pauses for repetition by class.	1. first time	1. Students listen.
	2. second time	2. Students repeat line.
	3. third time	3. Sing again together.
Stop Tape		
You may want to repeat song several times.		
Start Tape	Pierre is leaving now. Let's listen to how he says goodbye.	
Pierre waves.	Au revoir, au revoir, au revoir.	
	Class, let's say goodbye to Pierre: Au revoir, Pierre.	Au revoir.
Stop Tape		
Take Pierre off stage. Verify that students know meaning of au revoir. Tell them that Pierre will return the next time they have French.		

Tape Script - Grades 1, 2, or 3 - Lesson 1

Teacher Instructions	Script
Start Tape	Today you are going to begin learning about another country and another group of people. You are also going to learn to say some words in another language. Who can tell us what a language is?
Stop Tape	
Discussion of language.	
Start Tape	Now let's talk about different kinds of language. What language are we speaking right now? (pause for responses) That is right. We are speaking English, and that is what most poeple speak in the United States. Do you speak any other languages?
Stop Tape	
Discuss different kinds of language.	
Start Tape	Now let's look at the map and your teacher will show you a country called Mexico. (pause) Mexico is one of our neighbors to the south. In Mexico people speak Spanish. Look again and you will see a country to the north called Canada. (pause) People there speak French! Have any of you ever visited Canada and heard French being spoken? (pause) That is the language you are going to learn and talk about. French is also spoken in many other places. One is a country called France. Let's find France on the map your teacher will show you.
Stop Tape	
Show France on world map so they can see its relationship to the U.S. Then show map of France itself.	
Start Tape	
	French is also spoken in other countries besides Canada and France. Won't you repeat them after me?
	Belgium Luxembourg Switzerland
	Belgium Luxembourg Switzerland

Teacher Instructions	Script	Student Response
	Haiti	Haiti
	Chad	Chad
	Ivory Coast	Ivory Coast
	Tunisia	Tunisia
	Algeria	Algeria

Stop Tape

Show all these on a world map. Then discuss. Ask the students what they know about any of them, if they've been there or know anyone from there, etc.

Start Tape

Now let's learn some French!

Put hands to ears to indicate meaning. Wave or indicate that this is a greeting meaning "hi."

Ecoutez: Bonjour.
Bonjour.

Point to mouth.

Repétéz:	Bonjour.	Bonjour.
	Bonjour.	Bonjour.
	Bonjour.	Bonjour.

French-speaking people say this whenever they meet someone. They also do something - watch your teacher:

Stop Tape

Select one student and shake hands and say bonjour as you are doing it. Do this to several students until they start responding with bonjour and a handshake. Encourage them to practice this now with each other. Now discuss the handshake in France.

Start Tape

We also say something when we leave. It's: Au revoir.
Au revoir.

Répétez:	Au revoir.	Au revoir.
	Au revoir.	Au revoir.
	Au revoir.	Au revoir.

Stop Tape: Have students practice saying bonjour and au revoir.

MATERIALS NEEDED FOR LESSON 2

Kindergarten:
1. Story of Frère Jacques
2. Visuals of Frère Jacques
3. Puppet Pierre
4. Stage for Pierre

Grades One, Two, or Three:
1. Numbers 3 and 4 above
2. Script and music for song Bonjour Pierrot

LESSON 2 GUIDELINES

Kindergarten:

1. Read story of Frère Jacques to students. Numbered visuals are synchronized with tape. When you hear the tone, change visual.

2. Students will shake hands with Pierre and with each other. Explain to class that shaking hands is done by everyone in France, children and adults as well. Children shake hands when they meet each other on the street, in school, with their relatives, etc. Encourage them to shake hands with each other.

3. After the class learns to answer the question Comment t'appelles-tu?, verify this by using it yourself in class to get them to say their name.

Grades One, Two, or Three:

1. This lesson will involve review and drills for saying bonjour while shaking hands. It would be helpful and excellent reinforcement if you would stand at the door and greet the children as they enter with a handshake and a cheery bonjour. Encourage them to do likewise with each other.

2. The tapes from this lesson will use the standard directions écoutez and répétez. Use these also as much as possible in the classroom. The students are not required to say these words, just understand their meaning and perform the task.

3. Puppets: It would be helpful if a sort of "stage" could be created for Pierre and Chantal, the French-speaking puppets, to perform on. A cardboard carton with one side cut out and a piece of cloth on a string attached halfway up would suffice. Perhaps the children would enjoy decorating the "stage."

4. Song: The song Bonjour Pierrot is introduced in this lesson. It will be sung through in its entirety the first time. Second time will be line by line with a pause after each for student repetition. The third will be in its entirety for students to sing along.

Tape Script - Kindergarten - Lesson 2

Teacher Instructions	Script	Student Response
Start Tape		
Pierre arrives and speaks.	Bonjour, bonjour, bonjour.	Bonjour, bonjour, bonjour.
Stop Tape		
Take Pierre around to all students and shake hands and say bonjour as you are doing it. Encourage students to respond to Pierre with bonjour and a handshake.		
Start Tape		
Have Pierre point to himself as he says his name.	Je m'appelle Pierre. Je m'appelle Pierre. Je m'appelle Pierre.	Listen.
	Classe, répétez: Je m'appelle. Je m'appelle.	Je m'appelle. Je m'appelle.
Stop Tape		
"What do you think Pierre just said?" Verify they know what it means. Ask individually. Have individuals say Je m'appelle plus their names.		Pierre, his name, my name is Pierre, etc.
Start Tape	Pierre is leaving now. Au revoir.	Au revoir.
Stop Tape		
Sing song (with or without tape) Frère Jacques.		
Play the story of Frère Jacques.		
Announce to class that they will meet Chantal, another puppet, at their next French class.		

Tape Script - Grades 1, 2, or 3 - Lesson 2

Teacher Instructions	Script	Student Response
Start Tape	Bonjour, classe.	
	Today there's someone I'd like you to meet. He has something to say to you. This is Pierre.	
Pierre enters, looking around, stumbling. He trips just as he enters stage.	Bonjour, classe.	Bonjour.
(in a louder voice)	Bonjour, classe.	Bonjour.
Pierre points to himself as he says this.	Je m'appelle Pierre. Je m'appelle Pierre.	
Put hand to mouth to indicate meaning of répétez.	Répétez, classe: Je m'appelle.	Je m'appelle.
	Je m'appelle.	Je m'appelle.
Stop Tape		
"What do you think Pierre just said?" Verify they know what it means. Ask individually for them to give their names. Start by saying yourself Je m'appelle (M. or Mme. or Mlle.) _____. last name		
Start Tape	Now let's learn a French song that has a word in it you have already learned. Listen and see if you can hear that word.	
Stop Tape		

Song Bonjour Pierrot is on tape following usual procedure for songs. After tape is through, you may, if desired, stop the tape and practice singing the song a few times. This is quite good sung in a round. Also, be certain you explain what the song means in English.

MATERIALS NEEDED FOR LESSON 3

Kindergarten:
1. Two puppets
2. Stage for puppets
3. Puppet pattern and material
4. Paper bags, crayons, markers, scissors, etc.

Grades One Two, or Three: Same as above, if puppets are used.

LESSON 3 GUIDELINES

Kindergarten:

1. This lesson will involve review and drills for saying bonjour while shaking hands, plus giving their names in French. It would be helpful and excellent reinforcement if you would stand at the door and greet the children as they enter with a handshake and a cheery bonjour. Encourage them to do likewise with each other.

2. The tapes from this lesson will use the standard directions écoutez and répétez. Use these also as much as possible in the classroom. The students are not required to say these words, but must understand their meaning and perform the task.

3. The second puppet, a girl named Chantal, is introduced in this lesson. This gives a vehicle for dialogue and questions and answers.

4. Puppet Worksheet (Paper bag puppets): Have students color and cut out puppet. (See instructions on V-3.) Then the students can give them French names and slip the paper puppet on their hand to role play, saying bonjour and au revoir.

Grades One, Two, or Three:

See numbers 3 and 4 above.

Tape Script - Kindergarten - Lesson 3

Teacher Instructions	Script	Student Response
Start Tape		
Pierre speaks.	Bonjour, classe.	Bonjour, Pierre.
Pierre speaks in a louder voice, to elicit better response from students.	Bonjour, classe.	Bonjour, Pierre.
Pierre sees Chantal coming on stage.	Bonjour, Chantal.	
In a louder voice.	Bonjour, Chantal.	
Chantal replies as puppets shake hands.	Bonjour, Pierre.	
Point to Pierre.	Classe, répétez: Bonjour, Pierre.	Bonjour, Pierre.
Point to Chantal.	Bonjour, Chantal.	Bonjour, Chantal.

Stop Tape Have students practice saying bonjour and their names to each other.

Start Tape		
Pierre to Chantal.	Je m'appelle Pierre. Comment t'appelles-tu?	
Ask class, "What do you think they are saying? Let's listen again."	Je m'appelle Chantal. (60-second pause) Bonjour. Comment t'appelles-tu? Je m'appelle Pierre.	

Stop Tape: Have students practice saying their names after you give the question Comment t'appelles-tu? (Be sure, of course, they know what that means.) Drill several times with each student.

ACTIVITY: Color and make paper bag puppets and role play with them. Practice saying bonjour, monsieur or mademoiselle, and giving their names.

Say: "Au revoir, classe."	Au revoir, Madame (or whichever is appropriate).

Tape Script - Grades 1, 2, or 3 - Lesson 3

Teacher Instructions	Script	Student Response
Start Tape	Bonjour, classe.	Bonjour, Pierre.
Pierre to Chantal.	Je m'appelle Pierre. Comment t'appelles-tu?	
Ask class, "What do you think they are saying? Let's listen again."	Je m'appelle Chantal. Comment t'appelles-tu? Je m'appelle Pierre.	
	Classe, répétez: Comment t'appelles-tu?	Comment t'appelles-tu?
	Comment t'appelles-tu?	Comment t'appelles-tu?

Stop Tape Have students practice saying their names after you give the question Comment t'appelles-tu? Drill with each student, if possible. Next set up a little skit with one student and yourself to demonstrate. This is on tape as an example.

1st person:	Bonjour.	
2nd person:	Bonjour.	Students shake hands.
1st person:	Je m'appelle _____.	
	Comment t'appelles tu?	
2nd person:	Je m'appelle _____.	
1st person:	Au revoir.	Students wave
2nd person:	Au revoir.	goodbye.

Have students do this with each other either before the class or in groups at their seats.

ACTIVITY: Make paper bag puppets to resemble Pierre and Chantal and have students role play with them doing the above dialogue in French with their friends.

ACTIVITY: Sing Bonjour Pierrot.

MATERIALS NEEDED FOR LESSON 4

Kindergarten:
1. Puppets
2. Visuals of boy, girl, Chantal, Pierre. (It is suggested that they be colored and laminated with clear contact for durability.)

Grades One, Two, or Three:
1. Number 1 above
2. Story: "The Frog and the Cow"

LESSON 4 GUIDELINES

Kindergarten:

1. Review bonjour, monsieur, mademoiselle, response to Comment t'appelles-tu? and song Frère Jacques, following the commands écoutez, répétez, répondez.

2. Teach students oui (yes) and non (no), une fille (a girl), un garçon (a boy).

3. Play oui or non (yes or no) game on tape.

4. It would be helpful to reinforce oui and non by using them in class as often as possible.

Grades One, Two, or Three:

1. Same as number 1 above, except they have not been introduced to song Frère Jacques.

2. Same as number 2 above, except une fille and un garçon are not introduced.

3. Students at this level will probably read the story "The Frog and the Cow" themselves. There is a teacher's guide that you may wish to use. This is especially good for plugging into any classroom discussions on self-concept and "me." This is an adapted fable from de la Fontaine.

Tape Script - Kindergarten - Lesson 4

Teacher Instructions	Script	Student Response
Start Tape		
Two puppets speaking.	Bonjour, classe.	
	Répétez: Bonjour, Pierre.	Bonjour, Pierre.
	Bonjour, Chantal.	Bonjour, Chantal.
Explain meaning of répondez (answer).	Répondez: Comment t'appelles-tu?	Je m'appelle____. (each child gives name)
Hold up Pierre. (Nod your head to indicate yes.)	Ecoutez: C'est Pierre? Oui.	
Hold up Pierre.	C'est Pierre? Oui.	
Hold up Pierre. (Shake head no.)	C'est Chantal? Non.	
Hold up Pierre.	C'est Chantal? Non.	
Hold up Chantal.	C'est Chantal? Oui.	
Hold up Pierre.	C'est Pierre?	
	Répétez: Oui.	Oui.
Hold up Pierre.	C'est Pierre?	
	Répétez: Oui.	Oui.
Hold up Chantal.	C'est Chantal?	
	Répétez: Oui.	Oui.
Hold up Chantal.	C'est Pierre?	
	Répétez: Non.	Non.
Hold up Pierre.	C'est Chantal?	
	Répétez: Non.	Non.
Stop Tape (Verification drill)		
Hold up Pierre and ask, "C'est Pierre?"		Oui.
Hold up Chantal and ask, "C'est Chantal?"		Oui.
Hold up Pierre and ask, "C'est Chantal?"		Non.
Hold up Chantal and ask, "C'est Pierre?"		Non.

You can now do this with their names. Point to a child and ask the class C'est Paul? and give the wrong name sometimes, and then the right one, to mix up oui and non responses.

Start Tape		
Hold up Pierre.	Ecoutez: C'est un garçon.	
	C'est un garçon.	
	Répétez: C'est un garçon.	C'est un garçon.
	C'est un garçon.	C'est un garçon.

Tape Script - Kindergarten - Lesson 4 - Cont. (2)

Teacher Instructions	Script	Student Response
Hold up Chantal.	Ecoutez: C'est une fille. C'est une fille. Répétez: C'est une fille.	C'est une fille.
Hold up Pierre.	C'est un garçon.	C'est un garçon.
Hold up Chantal.	C'est une fille.	C'est une fille.

Stop Tape

Verification: Drill class several times by holding up puppet and asking.

ACTIVITY: Oui or non flashcard game on tape. Cue cards at end of unit.

Have children respond orally oui or non as individuals, or you may divide the class into teams and keep score. There will be a series of pictures for you to hold up coordinated with the tape. At the beep, change pictures.

1.	Pierre	C'est Pierre?	Oui.
2.	Chantal	C'est Chantal?	Oui.
3.	Pierre	C'est Chantal?	Non.
4.	boy	C'est un garçon?	Oui.
5.	girl	C'est une fille?	Oui.
6.	boy	C'est une fille?	Non.
7.	girl	C'est un garçon?	Non.
8.	Pierre	C'est un garçon?	Oui.
9.	Chantal	C'est un garçon?	Non.
10.	Chantal	C'est une fille?	Oui.
		Au revoir, classe.	Au revoir.

ACTIVITY: Sing Frère Jacques, if you have time.

Tape Script - Grades 1, 2, or 3 - Lesson 4

Teacher Instructions	Script	Student Response
Start Tape		
Two puppets speaking.	Bonjour, classe.	
	Répétez: Bonjour, Pierre.	Bonjour, Pierre.
	Bonjour, Chantal.	Bonjour, Chantal.
Explain meaning of répondez (answer).	Répondez: Comment t'appelles-tu?	Je m'appelle____. (each child gives name)
Hold up Pierre.	Ecoutez: C'est Pierre?	
	C'est Pierre?	
Nod head yes.	Oui.	
Hold up Pierre.	C'est Pierre?	
Nod head yes.	Oui, c'est Pierre.	
Hold up Chantal.	C'est Chantal?	
Nod head yes.	Oui, c'est Chantal.	
Hold up Chantal.	C'est Chantal?	
Nod head yes.	Oui, c'est Chantal.	
	Classe, répétez:	
Hold up Pierre.	C'est Pierre?	
Nod head yes.	Oui, c'est Pierre.	Oui, c'est Pierre.
Hold up Chantal.	C'est Chantal?	
Nod head yes.	Oui, c'est Chantal.	Oui, c'est Chantal.
Hold up Pierre.	C'est Pierre?	
Nod head yes.	Oui, c'est Pierre.	Oui, c'est Pierre.
	Classe, écoutez:	
Hold up Chantal.	C'est Pierre?	
Shake head no.	Non, c'est Chantal.	
Shake head no.	Non, c'est Chantal.	
	Classe, répondez:	
Hold up Chantal.	C'est Pierre?	
	Non, c'est Chantal.	Non, c'est Chantal.
Hold up Chantal.	C'est Pierre?	
	Non, c'est Chantal.	Non, c'est Chantal.
Hold up Pierre.	C'est Chantal?	
	Non, c'est Pierre.	Non, c'est Pierre.

Tape Script - Grades 1, 2, or 3 - Lesson 4 - Cont. (2)

Teacher Instructions	Script	Student Response
Hold up Pierre. Shake head no.	C'est Chantal? Non, c'est Pierre.	Non, c'est Pierre.
Hold up Chantal. Nod head yes.	C'est Chantal? Oui, c'est Chantal.	Oui, c'est Chantal.
Hold up Pierre. Shake head no.	C'est Chantal? Non, c'est Pierre.	Non, c'est Pierre.
Hold up Pierre. Nod head yes.	C'est Pierre? Oui, c'est Pierre.	Oui, c'est Pierre.
	Au revoir, classe.	Au revoir.

ACTIVITY: Do what has been done on tape with the children's names. Point to a child and ask the class C'est Paul? and give the wrong name sometimes, and then the right one, to mix up oui and non responses.

ACTIVITY: Read story of "The Frog and the Cow." Either you read it to the class or have them read it.

MATERIALS NEEDED FOR LESSON 5

Kindergarten:
1. Song sheet for Bonjour Pierrot
2. Happy face
3. Puppets

Grades One, Two, or Three:
1. Numbers 2 and 3 above
2. Music and script for Frère Jacques
3. Story Frère Jacques with visuals

LESSON 5 GUIDELINES

Kindergarten:

1. Review bonjour, response to Comment t'appelles-tu?, oui and non. This can be done by shaking their hands and asking them their names at the beginning of class. A short drill for oui and non is on tape.

2. Teach response to Ça va?: Très bien, merci.

3. Teach song Bonjour Pierrot. It's on tape, and script and music are included. Explain that this song has a word they already know in it: bonjour.

Grades One, Two, or Three:

1. Same as number 1 above.

2. Teach Ça va? Très bien, merci. Et toi?

3. Read story Frère Jacques. Teach song Frère Jacques. Many students already know it, so have them help you sing it. Be careful, however, as often the words they know are mispronounced.

Tape Script - Kindergarten - Lesson 5

Teacher Instructions	Script	Student Response
Start Tape		
Hold up Pierre.	Bonjour, classe.	Bonjour, Pierre.
(Another voice)	C'est Pierre, classe?	Oui.
Hold up Chantal.	Bonjour, classe.	Bonjour, Chantal.
(Another voice)	C'est Pierre, classe?	Non.
Keep holding up Chantal.	C'est Chantal, classe?	Oui.
Hold up Pierre.	C'est un garçon?	Oui.
Hold up Chantal.	C'est une fille?	Oui.
Hold up Chantal.	C'est un garçon?	Non.
Hold up Pierre.	C'est une fille?	Non.
Stop Tape		
Verification:	Ask class, as a group, for all the garçons to stand up; likewise, have all the filles stand up. (Note - s is not pronounced on filles and garçons.) Make sure they know meaning of fille and garçon.	
Start Tape		
Pierre to Chantal.	Ecoutez: Ça va, Chantal?	
	Ça va?	
	Ça va?	
Chantal responds to Pierre and holds up a happy face.	Très bien, merci	
	Très bien, merci.	
	Classe, répetez:	
Hold up happy face.	Très bien, merci.	Très bien, merci.
	Très bien, merci.	Très bien, merci.
	Classe, répondez:	
Hold up happy face.	Ça va?	Très bien, merci.
	Ça va?	Très bien, merci.
Hold up puppets and have them wave.	Au revoir, classe.	Au revoir.
Stop Tape		

Ask class, "What does Ça va? mean? What does très bien, merci mean?" Explain that the French people add merci (thank you or thanks) to be polite. Drill with them individually by asking Ça va? and having them answer.

ACTIVITY: Teach song Bonjour Pierrot. This is excellent in a round if the children learn it well enough. The song is on tape all the way through, then line by line with pauses for repetition, then all the way through again. This can be replayed as often as necessary for reviewing the song.

Teacher Instructions	Script	Student Response
Song:		
Shake hands with some of the students.	Bonjour, Pierrot. Bonjour, Jacquot.	
Make a fist and shake it in the air to express anger at the rooster for waking you up early.	Tuons le coq. Tuons le coq.	
Shake your head.	Il ne dira plus co-que-li, co-que-la.	
	Il ne dira plus co-que-li, co-que-la.	
Shake your head.	Il ne dira plus co-que-la-ri-co.	

You might encourage students to do the actions as they sing.

Be sure they know what the song means.

Tape Script - Grades 1, 2, or 3 - Lesson 5

Teacher Instructions	Script	Student Response
Start Tape		
Hold up Pierre. (Another voice)	Bonjour, classe. C'est Pierre?	Bonjour, Pierre. Oui, c'est Pierre.
Hold up Chantal. (Another voice)	Bonjour. C'est Pierre?	Bonjour, Chantal. Non.
Keep holding up Chantal.	C'est Chantal?	Oui.
Pierre to Chantal.	Ça va? Ça va? Ça va?	
	Classe, répétez: Ça va? Ça va?	 Ça va? Ça va?
Pierre again to Chantal.	Ça va, Chantal?	
Chantal responds. She holds up a happy face.	Très bien, merci. Et toi? Très bien, merci. Et toi?	
Hold up happy face.	Classe, répétez: Très bien, merci. Et toi?	Très bien, merci. Et toi?
Hold up happy face.	Très bien, merci. Et toi? Répétez: Ça va? Très bien, merci. Et toi?	Très bien, merci. Et toi? Ça va? Très bien, merci. Et toi?

Stop Tape

Verification: Explain what each expression means. Explain that the French add merci (thanks) to be polite. Et toi? is, of course, "and you." Drill with them individually by asking Ça va? and having them answer. Have them pair off to ask each other the question and respond. A few may want to do it in front of the class. They can perform a little skit as follows (skit on tape):

1st person: Bonjour.
2nd person: Bonjour. (shaking hands)

1st person: Comment t'appelles-tu?
2nd person: Je m'appelle _____. Comment t'appelles-tu?

1st person: Je m'appelle _____. Ça va?
2nd person: Très bien, merci. Et toi?

1st person: Très bien, merci. Au revoir.
2nd person: Au revoir.

ACTIVITY: Tape, story and song Frère Jacques.

MATERIALS NEEDED FOR LESSON 6

Kindergarten:
1. Charades cue cards (It is suggested that they be laminated with clear contact for durability.)
2. Puppets
3. Sad and happy face cards

Grades One, Two, or Three: Same as above

LESSON 6 GUIDELINES

Kindergarten:

1. Review and drill handshake, bonjour, Comment t'appelles-tu? with response, oui, non, and Ça va? with response (Très bien, merci). Be sure they know that merci means thank you and encourage them to use it throughout the day.

2. Teach a new response to Ça va?: Pas très bien. Be sure and hold up the appropriate happy face or sad face when the various responses are on tape.

3. Play Charades, either in teams, as the traditional game is played, or as a group. Have students draw a cue card from a hat, envelope or box and act out what is on it. They will all be pictures of words or expressions that the students have learned in this introductory unit.

4. Sing the song Bonjour Pierrot.

5. This lesson marks the end of the kindergarten component of the unit. However, feel free at any time to repeat any lesson in whole or part in order to give the class a sound basis and to review any areas that need it.

Grades One, Two, or Three:

1. Same as numbers 1, 2, and 3 above.
2. Sing Frère Jacques.
3. There is one more lesson (7) for the Grades 1, 2, or 3 component of this unit.

Tape Script - Kindergarten - Lesson 6

Teacher Instructions	Script	Student Response
Start Tape		
Pierre to Chantal.	Bonjour. Comment t'appelles-tu?	
Chantal to Pierre.	Je m'appelle Chantal. Comment t'appelles-tu?	
Pierre to Chantal.	Je m'appelle Pierre. Ça va?	
Hold up happy face.	Très bien, merci. Ça va?	
Pierre to Chantal. Hold up sad face.	Pas très bien. Pas très bien.	
Hold up sad face.	Classe, répétez: Pas très bien.	Pas très bien.
Hold up sad face.	Pas très bien.	Pas très bien.
Hold up happy face.	Très bien.	Très bien.
Hold up happy face.	Très bien.	Très bien.
Stop Tape		

Ask class what pas très bien means. Drill class as a whole, then individually, by holding up happy face or sad face and asking Ça va?

ACTIVITY: Sing Bonjour Pierrot.

ACTIVITY: Play Charades.

Tape Script - Grades 1, 2, or 3 - Lesson 6

Teacher Instructions	Script	Student Response
Start Tape		
Pierre to Chantal.	Bonjour, classe. Bonjour.	Bonjour.
	Comment t'appelles-tu?	
Hold up Chantal.	Je m'appelle Chantal. Comment t'appelles-tu?	
Hold up Pierre.	Je m'appelle Pierre. Ça va?	
Chantal holds up a happy face.	Très bien, merci. Et toi?	
Pierre holds up sad face.	Pas très bien. Pas très bien.	
Sad face.	Classe, répétez: Pas très bien.	Pas très bien.
Hold up sad face.	Pas très bien.	Pas très bien.
Hold up happy face.	Très bien.	Très bien.
	Class, answer according to the sign your teacher will hold up: Ça va?	
Happy face.		Très bien.
Sad face.		Pas très bien.
Happy face.		Très bien.
Sad face.		Pas très bien.

Stop Tape

Have them divide into groups to practice Ça va? and the two responses. A couple can do it before the whole group as an example. If they know the material well enough, they can do the following skit, which is also on tape for them to hear:

1st person: Bonjour.
2nd person: Bonjour.
1st person: Je m'appelle _____. Comment t'appelles-tu?
2nd person: Je m'appelle _____. Ça va?
1st person: Très bien, merci. Et toi?
2nd person: Pas très bien. Au revoir.
1st person: Au revoir.

ACTIVITY: Sing Frère Jacques.

ACTIVITY: Play Charades.

MATERIALS NEEDED FOR LESSON 7

Grades One, Two, or Three:

1. Puppets
2. Stage
3. Pas mal face

LESSON 7 GUIDELINES

Grades One, Two, or Three:

1. After review, you will be teaching pas mal (OK) as an alternative response to Ça va?

2. Encourage the children to work with each other by asking each other questions and giving various answers.

3. Have various children perform the skit in front of the class and tape them as they are doing it. Children love to hear their own voices, and this will be a good learning tool for them.

Tape Script - Grades 1, 2, or 3 - Lesson 7

Teacher Instructions	Script	Student Response
Start Tape	Bonjour, classe.	Bonjour.
Chantal and Pierre in dialogue:	Bonjour, Chantal. Bonjour, Pierre. Ça va?	
	Très bien, merci, Chantal. Et toi?	
Chantal holds up pas mal face.	Pas mal, Pierre. Pas mal. Classe, écoutez: Pas mal. Pas mal.	
	Classe, répétez:	
	Pas mal.	Pas mal.
	Pas mal.	Pas mal.
	Classe, répondez:	
	Ça va?	
	Pas mal.	Pas mal.

Tape Script - Grades 1, 2, or 3 - Lesson 7 - Cont. (2)

ACTIVITY: Perform skit as done in Lesson 6.

1st person: Bonjour, monsieur (or mademoiselle).

2nd person: Bonjour, monsieur (or mademoiselle).

1st person: Je m'appelle _____. Comment t'appelles-tu?

2nd person: Je m'appelle _____. Ça va?

1st person: Pas mal. Et toi?

2nd person: Très bien, merci. Au revoir.

1st person: Au revoir.

ACTIVITY: Tape students' voices.

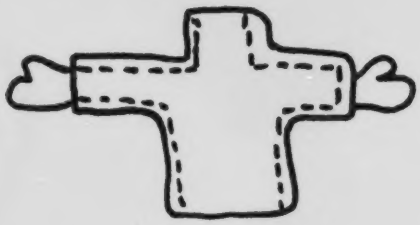
BODY/SIGN LANGUAGE
Emotion, Situation, Feeling

1.	anger	grimace; scowl, eyebrows drawn inward
2.	happiness	clap hands; jump up and down; twirl around; shout
3.	you have just seen a snake	recoil in fright; make sound "ych;" open eyes wide
4.	sadness	cry; pout; droop shoulders
5.	tiredness, sleepiness	stretch arms out; yawn
6.	hunger	rub tummy
7.	thrist	pull at throat
8.	you want attention in the classroom	raise hand; wave arm; stand up
9.	you see someone at a distance	wave arm or hand
10.	you are getting into a cold swimming pool	wrap hands around arms, shiver; make a "burr" sound with lips
11.	surprise	open mouth wide; open eyes wide; fling arms out

PUPPETS

Toy department selections of puppets generally run to fuzzy animals; however, The Creative Toys Company offers a realistic family set. Hand puppets, of course, can be made very simply. Heads can be made from a tennis ball or a styrofoam ball with a hole cut to allow room for the fingers. Crepe hair, embroidery floss, or yarn can be used for hair. Bits of felt can be glued on for the eyes; the nose and mouth may be painted on. A simple, glove-like dress can be made for the body. Soft jersey is a good material to use because it stretches to fit any hand, but cotton and felt are also good choices. The dress is slipped over the hand and the head is then slipped on separately. (See "A.")

A.



Puppets can also be made from a small paper bag of the sort that unfolds to have a square bottom. (See "B.")

B.

Fold the bag so that it is flat. On Part 1 (the bottom) draw the upper part of the face; on Part 2 (the remainder of the sack) draw the rest of the body. (See "C.")

C.

Raise the flap made by the bottom of the bag and draw the tongue and inside of the mouth. By inserting your hand into the bag and using your fingers and thumb, you can make the mouth open and close.

PAPER BAG PUPPETS

Directions for Making Two Puppets--Pierre and Chantal

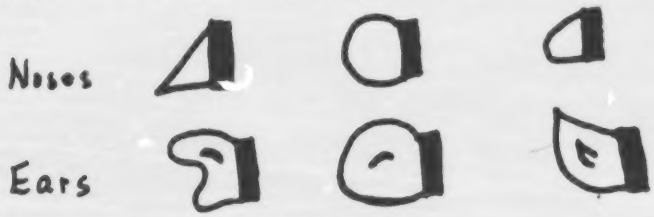
A. Materials Needed

1. Two small brown or white unwaxed paper bags (the size usually carried for lunch)
2. Felt markers in various colors--red, black, brown, orange, and blue
3. Construction paper to match the bags
4. Glue
5. Scissors
6. Patterns

B. Directions

1. Using scratch paper, design the puppets you want to make. Cut the paper to the size of the paper bag and follow the examples on the next page.

2. Noses and ears are easy to make and attach.

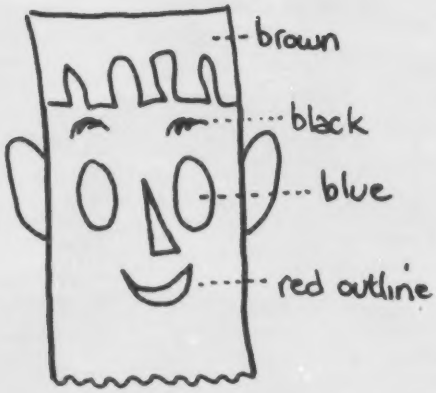


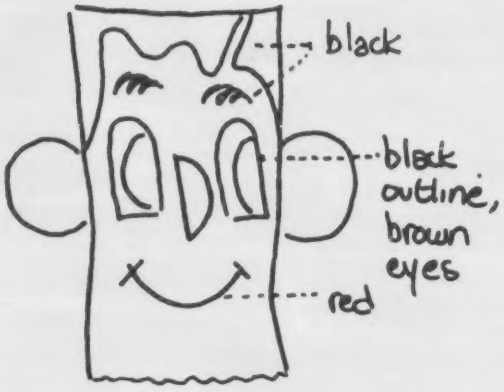
The part that is darkened here can be folded and glued in place.

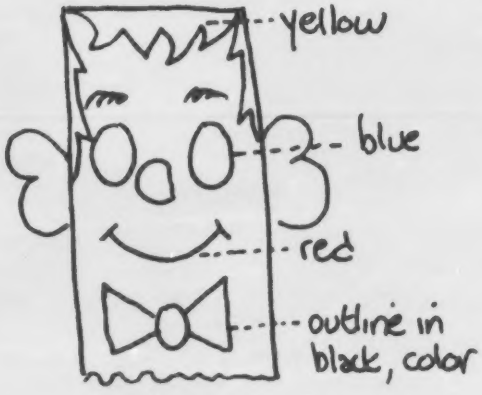
3. Pencil in eyes, smile, and hair; then color with felt markers.

4. If desired, attach a ribbon to the top of Chantal's head.

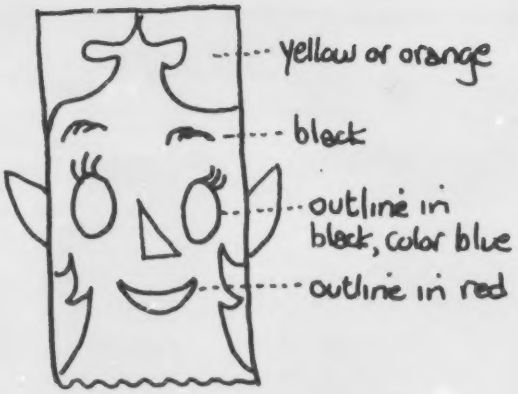
Pierre

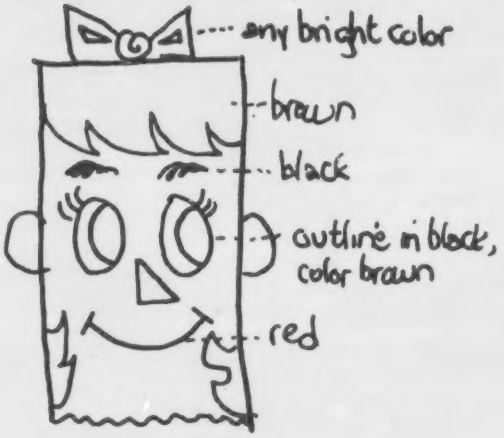


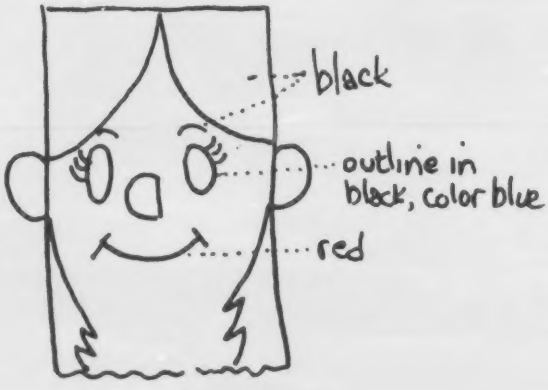




Chantal



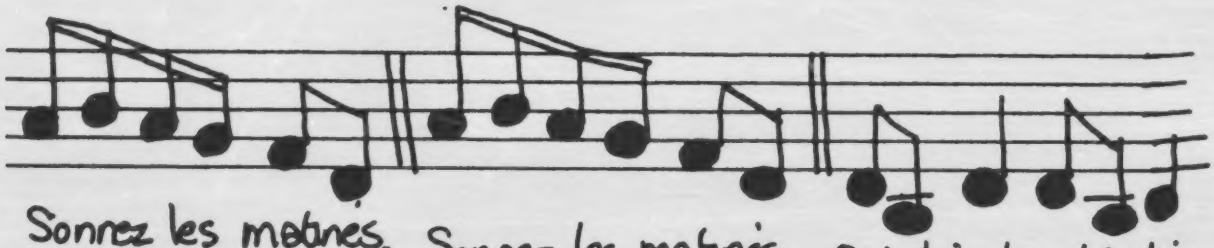




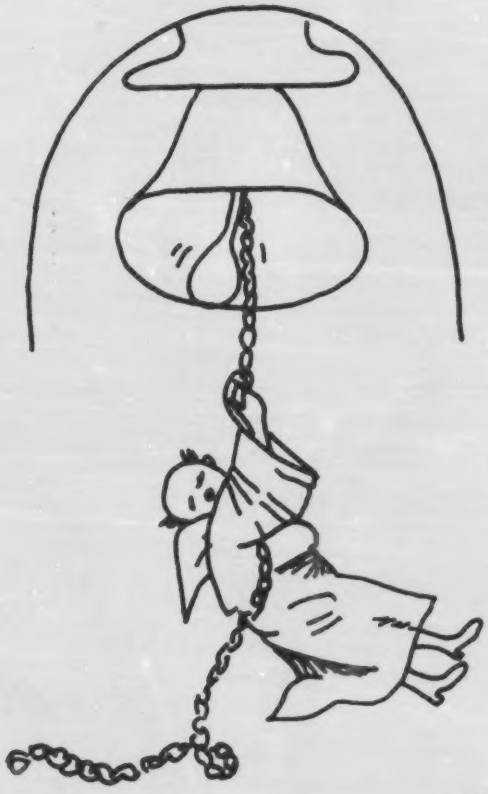
Oui or Non Game

Frère Jacques

Frère Jacques, Frère Jacques, dormez-vous?
Dormez-vous?



Sonnez les matines. Sonnez les matines. Din, din, don, din, din,
don.



Bonjour Pierrot

Bon-jour, Pier-rot. Bon-jour, Jac-quot. Tu-ons le coq.
Tu- ons le coq. Il ne di-ra plus co-que- li, co-
que- la. Il ne di-ra plus co-que- li, co-que-la.
Il ne di-ra plus co-que - la - ri - co.

English

Hello Peter. Hello Jackie.
Let's kill the rooster. Let's kill the rooster.
So he won't say cock-a-doodle-do anymore.
So he won't say cock-a-doodle-do anymore.

TEACHER'S GUIDE TO "THE FROG AND THE COW"

1. Older classes (2nd, 3rd and some firsts) can read this on their own; thus, this would be a good learning center idea.

2. Or this can be a reading assignment and then be a good subject for group discussion using the questions on this sheet as a point of departure.

3. Or you can read this to younger classes and then ask them questions.

4. You may want to share some of the background material on de la Fontaine with your students.

Suggested Questions:

1. Why does the frog want to be as big as the cow?

2. Can the frog ever be as big as the cow? Why? How do you know?

3. What does this story mean?

4. Do you know people who are like that, who try to be something they aren't?

5. Have you ever tried to be something you weren't? Tell us about it.

6. Have you ever tried to do something you just couldn't do? Tell us about it.

Jean de la Fontaine (1621-1695):

-French fabulist who drew heavily on the Latin fables of Phaedrus, who took much of his material from the Greek, Aesop.

-Although fables are often intended for the young, as Aesop's Fables are usually used, de la Fontaine wrote for adults, using the fable as a medium to analyze and correct human weaknesses.

-Animals are the principal characters in his stories.

The Frog and the Cow

A frog saw a cow one day. "Wow, is he big!" she thought. "I could easily get as big as that." So, she began to blow herself up, as frogs can sometimes do.

Now her sister was nearby. Our jealous frog asked, "Am I big enough?" "Not yet," she answered.

Then the frog puffed herself up even more. "How about now?" she asked. "No, not yet," replied her sister.

"I'll do it yet," said the frog. She inflated herself even more, but she just couldn't make herself as big as a cow.

Well, what do you think happened? The poor frog BURST!

...de la Fontaine

SCRIPT TO THE STORY FRERE JACQUES: Use visuals coordinating with numbers.

FRERE JACQUES

1 & 2 Long ago, in the beautiful rolling hills of Burgundy, in France, there lived a group of monks.

3 The monks did many things. They tilled the fields and tended the flocks. They read from big books and sang songs.

4 The monks also made fine wine from the grapes that grew in the vineyard. Every year the grapes were gathered and pressed in a large wooden tub. Stepping on the grapes was fun. It was one of the favorite tasks of Frère Jacques (Brother John) who was by far the most jolly and roly-poly of all the monks.

5 But sometimes, when the others were working, he couldn't resist a quick nap.

6 Sleeping was, in fact, one of the things Frère Jacques liked to do most. And this became quite a problem when it was his turn to ring the morning bells.

The morning bells were important, because they began the day for the monks. And each day, a different monk took his turn sending their bim! bam! bom! and ding! dang! dong! down the valley.

Alas, when it was Frère Jacques' turn, the morning bells were always late - for Frère Jacques was always so sleepy he could not get up on time!

7 "Something must be done," said Abbot Hugh, the head of the monastery. And so he called a meeting.

"I have an idea," said Brother Landry. "I will make a strong tea the night before it is Frère Jacques' turn to ring the morning bells. It will surely keep him awake all night - and so he will be up in time to wake the others!"

So Brother Landry made the herb tea and Frère Jacques drank a huge goblet of it.

Do you think it worked?

8 & 9 No. The next morning, when Frère Jacques finally awoke, the sun was shining and the birds were singing - and the morning bells were late again!

10 Brother Paul said, "If Frère Jacques goes to bed earlier, then he will wake up earlier." He said, "And if he wakes up earlier, the morning bells will be on time."

So that evening, Frère Jacques was excused from doing the dishes and was sent straight to bed after supper. What do you suppose happened?

No. It did not work. The next morning the bees were buzzing and the farmers were busy in the fields long before Frère Jacques shook himself awake. He had never slept so soundly. For the longer he slept, the better he slept.

And the morning had never been so late.

Frère Jacques felt very sad when Abbot Hugh called to him and said, "Frère Jacques, I know you try - but the morning bells must ring on time. If you cannot get up on time, I have no choice but to give that task to someone else when it is your turn. I will give you just one more chance. And I sincerely hope you think of some way to wake yourself in the morning."

"I will try," said Frère Jacques. He went to the barnyard to meditate, which means to think very hard about his problem.

11 Frère Jacques knelt by a haystack and thought. He thought of the other brothers, of the hens cackling in the barnyard, and of the loud, clear bim! bam! bom! and ding! dang! dong! of the morning bells. But he could not think of a way to get up on time.

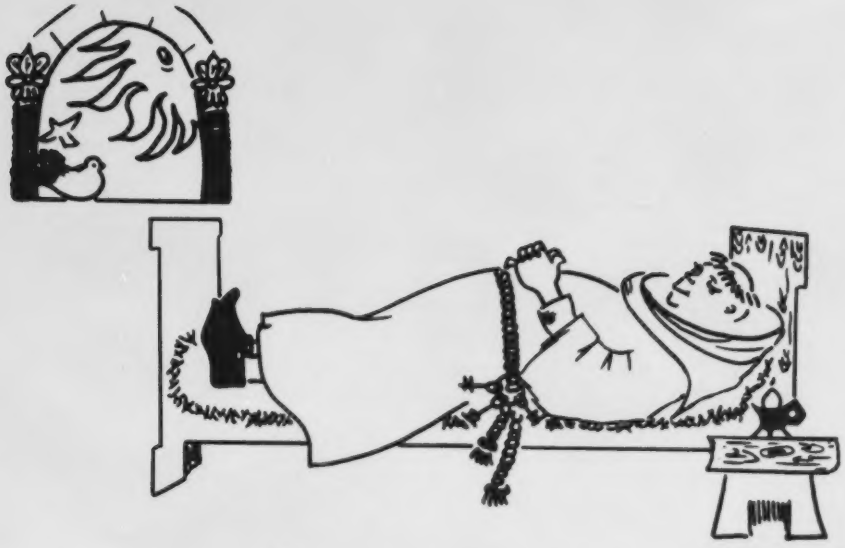
12 He heard a loud "psst" from behind the hay mound. When he looked around, Frère Jacques discovered one of the choir boys, who whispered something in his ear . . . .

And the next morning, what do you think happened? That's right! The choir boy, who had a beautiful voice, sang a special song he had made up. He sang it just before dawn, right under Frère Jacques' window.

13 And Frère Jacques, who had a fine ear for music, leaped out of bed and ran out the door and up to the bell tower.

14 Then bim! bam! bom! ding! dang! dong! The morning bells rang out loud and clear over the Burgundy countryside.

15 Ever since that day, the song that woke Frère Jacques has been sung not only in France but all over the world. And you can sing it too, in the morning or any time at all.



Frère Jacques 1

Frère Jacques 2

Frère Jacques 5

Frère Jacques 6

Frère Jacques 3

Frère Jacques 4

Frère Jacques 7

Frère Jacques 8

Frère Jacques 9

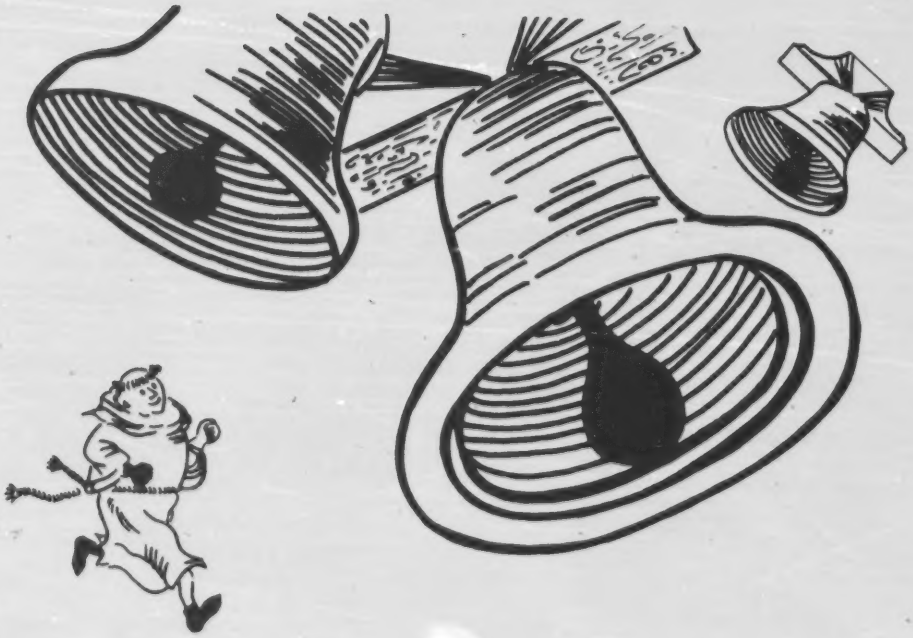
Frère Jacques 10

55

Frère Jacques 11

Frère Jacques 12

Frère Jacques 13



Frère Jacques 14

Frère Jacques 15

Colors in French

Division of Curriculum
Indiana Department of Public Instruction
Harold H. Negely, Superintendent
July 1981

Preface

These materials are designed for use and implementation by the elementary (K-3) classroom teacher. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. Because they are designed to be used by teachers who may not have had any background in the foreign language, the core of each lesson (tape script) is highly structured. The teacher, however, should feel free to adapt the tape script to meet the needs, interests, and abilities of his/her students. Foreign language learning does require a certain amount of repetition in order to acquire the oral skills of listening and speaking. However, if a tape script becomes too repetitive or if more repetition is needed, the teacher should feel free to omit or repeat sections of the tape script as needed. The ultimate decision on the method of presentation should be the teacher's, based on the developmental level and readiness of the children in the class.

These materials have been organized into units and each unit is divided into lessons. In each lesson there are two "levels" of material, one specifically designed for kindergarten and one for grades 1, 2, or 3. If it is felt that the materials designed for grades 1, 2, or 3 would be more appropriate for a kindergarten class or vice versa, the teacher should use those materials he/she feels would best meet his/her needs and the needs of the pupils.

In addition to the teaching guidelines and tape scripts, other visual and worksheet-type materials are included in each unit. All of the visuals in these materials will lend themselves to the making of overhead transparencies via a photocopy process or the production of electronically made ditto masters. Neither of these efforts will damage the materials.

Should teachers want to use only a part of a page for an overhead transparency or a ditto master, good quality photocopies will often serve as masters or originals. Using a photocopy in this way permits the teacher to "cut and paste" visuals as he/she desires, leaving the set of materials intact.

Teachers preferring to make posters or desiring to enlarge the visuals in the materials, can do so by utilizing an opaque projector. The piece of posterboard or a large piece of construction paper can be "tacked" to the wall with masking tape. The image can be traced in pencil. When the outline is completed, the whole can be finished using felt markers or crayons.

In reproducing visual aids other than overhead transparencies (posters, flashcards), the teacher should use paper with enough "body" to stand up to repeated handling (posterboard, construction paper) and make bold lines which will "carry" to all parts of the class and can be easily seen.

Teachers should feel free to replace visuals in these materials with those they already have. If there are boy and girl puppets available, they may be used. If a teacher has visuals for the teaching of the colors or articles of clothing, those may be used.

Teachers also should not forget the possibility of putting up teaching bulletin boards--displays using items and pictures which can be pointed to in conducting recitation and practices.

There is a set of tapes accompanying each unit. These tapes are designed to assist the teacher who has had no training in the foreign language being taught. If, however, the teacher has had some language training and feels that he/she could teach the materials without the tapes, it is recommended that this be done. The tapes could, however, still be used as pronunciation aids and for reinforcement activities.

There is no sequencing of the units envisioned other than the presentation of the introductory unit first. After that, any order is acceptable. The material is designed for use in self-contained classes or individually guided education (IGE) classes and can be used for groups or for individuals.

Acknowledgments

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The materials were authored by Joanne Jones, Adjunct Professor at Indiana University-Purdue University at Indianapolis; Sherry Eggers, Spanish Teacher in the Indianapolis Public Schools; and Ruth Ann Martin, German Teacher, Guion Creek Middle School, Indianapolis. Lorraine A. Strasheim, Indiana University Coordinator for School Foreign Languages has served as the graphic artist for the visual materials. She has also served as consultant to the project, providing many suggestions for the content and format of these materials. Linda Dunlap and Frédérique Masson both free-lance artists have also contributed to the development of the visual materials.

With the support and aid of John A. Harrold, Director of the Division of Curriculum, Walter H. Bartz, State Foreign Language Consultant, has coordinated the project and has carried out the evaluation and dissemination phase.

These materials have been piloted by teachers throughout the state and their comments have provided valuable information for the final revision of this publication.

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COLORS IN FRENCH
Kindergarten, Grades One, Two, or Three

A WORD THE TEACHER: Although objectives, materials, activities, and detailed lesson plans have been defined for grade levels, teachers are presented with all of the materials for all of the grades so that they can make instructional decisions fitting their students' interests and abilities. A teacher with a kindergarten class that has children designated as "gifted" might, for example, find the materials for grades 1-3 more appropriate.

Objectives

Kindergarten:

1. The students will understand and say the colors bleu, blanc, rouge, jaune and vert.
2. The students will be able to say le drapeau français and moi.
3. The students will be able to recognize and describe the French flag.
4. The students will discuss a French artist and a French art print.
5. The students will sing a French song.

Grades One, Two, or Three: All of the above, plus orange, violet, brun and noir. The students will also see, color and discuss flags from other French-speaking countries.

Kit Contents

Kindergarten:

1. Tape and directions for presentation and and practice of colors (6 lessons)
2. Tape and sheet music of song Les Couleurs
3. Teacher directions for presentation of flag and other flag-related activities
4. Teacher directions for presentation and discussion of a French artist and art print
5. Worksheets and visuals:
   - Flag activity (V-1 and V-2)
   - Les Couleurs song (V-10)
   - "Fishing for Colors" game and directions (V-12, V-13, and V-14)

Grades One, Two, or Three:

1. All of the above (for 7 lessons), plus
2. Additional worksheets and visuals:
   - Lotto and bingo game (V-3 and V-4)
   - Valérie Ver and directions (V-5, V-6, V-7, V-8, and V-9)

Sais-tu les couleurs? - Ice Cream (V-11)
Flags of French-speaking countries (V-15)
"Color Wheel" game (V-16)
Word search worksheet (V-17)
Unscramble words worksheet (V-18)
Sais-tu les couleurs? - House (V-19)
Crossword puzzle (V-20)
Matching exercise worksheet (V-21)
Word flash cards (V-22 and V-23)

3. Historical background information on French flag

Activities

° indicates materials and/or activities are included in Kit.

Kindergarten:

1. Making a French flag °
2. Playing "Fishing for Colors" game °
3. Singing Les Couleurs °
4. Making snow/rain pictures
5. Playing Moi game
6. Playing "Twister" game
7. Discussing art print
8. Discussing flags and French flag °

Grades One, Two, or Three:

1. Numbers 4, 6, 7, and 8 above, plus
2. Describing colors they are wearing °
3. Playing color lotto or bingo °
4. Doing word search worksheet °
5. Doing unscramble words worksheet °
6. Playing Valérie Ver game °
7. Coloring flags °
8. Playing Quelle Couleur? game °
9. Playing with "Color Wheel" °
10. Doing crossword puzzle
11. Doing matching worksheet

Materials

° indicates materials and/or activity are included in Kit.

Kindergarten:

1. Red, white and blue 12"x18" construction paper
2. Colored fish, magnet, string, dowel rod, paper clips, scissors, glue, markers (blank fish in Kit °)
3. 9"x12" sheets of construction paper for each color being taught
4. Art print

5. Food coloring
6. Powdered paint
7. Paper toweling, white paper
8. "Twister" game sheet

Grades One, Two, or Three:

1. Numbers 2, 3, 4, 5, 6 and 7 above, plus
2. Flash cards with written words for each color °
3. Lotto and Bingo worksheets °
4. White construction paper
5. Worksheets V-1 through V-23 °
6. Cardboard, rubberbands

Optional Activities

° indicates materials and/or activity are included in Kit.

Kindergarten:

1. Playing color lotto ° (see activities for Grades 1, 2, or 3)
2. Making color collages: Have children make collages using colors learned and then describe them in French.

Grades One, Two, or Three: Singing Les Couleurs

VOCABULARY

Kindergarten:

A. Student

me	moi	(mwah)
blue	bleu	(bluh)
white	blanc	(blahng)
red	rouge	(roozh)
green	vert	(vehr)
yellow	jaune	(zhohn)
this is	c'est	(seh)
the French flag	le drapeau français	(luh drah-POH frahng-SEH)

B. Teacher

What is this?	Qu'est-ce que c'est?	(kess kuh SEH)
What color is this?	De quelle couleur est-ce?	(duh kehl koo-LUHR ehs)
Let's sing.	Chantons.	(shahng-TOHNG)
here is	voici	(vwah-SEE)

Grades One, Two, or Three:

A. Student

red	rouge	(roozh)
orange	orange	(oh-RAHNZH)
yellow	jaune	(zhohn)
green	vert	(vehr)
blue	bleu	(bluh)
purple	violet	(vee-oh-LEH)
brown	brun	(bruhng)
black	noir	(nwahr)
white	blanc	(blahng)

B. Teacher

What is this?	Qu'est-ce que c'est?	(kess kuh SEH)
What color is this?	De quelle couleur est-ce?	(duh kehl koo-LUHR ehs)
What colors are you wearing?	Quelles couleurs as-tu sur toi?	(kehl koo-LUHR ah-tew syewr-twah)
Read. (pl.)	Lisez.	(lee-ZEH)

MATERIALS NEEDED FOR LESSON 1

Kindergarten:
1. French flag
2. Puppets (if desired)

Grades One, Two, or Three:
1. 9"x12" sheets of colored construction paper, three or four for each color being taught in this lesson: red, yellow, blue, and green
2. "Twister" game sheet
3. Red, yellow, green and blue powdered paints
4. White paper or paper towels
5. Red, yellow, green and blue food coloring
6. Tin pie plates

LESSON 1 GUIDELINES

Kindergarten:

1. As the tape plays the three colors to be learned, hold up the French flag and point to each color. (This could also be done by a puppet. Feel free to use the puppets anytime during the unit.)

2. After the students have heard the words several times, encourage them to repeat the colors, first as a group, then individually.

3. After the initial presentation on tape, for reinforcement, hold up the French flag and say De quelle couleur est-ce? The student replies C'est and then names the color. Drill colors several times. Correct responses are: C'est bleu or C'est blanc or C'est rouge.

4. Teach and discuss the French flag. You may use any of the following suggestions:

    a. Begin your discussion with "This is the flag of France. Do you know what a flag is?"

    b. Discuss what a flag is and how flags started (i.e., identification in battle during times of war; identification for kings and various noble families; symbols of people, places or countries).

    c. Compare the French flag to the American flag in terms of colors, design, etc.

5. The students will hear écoutez (listen), répétez (repeat) and répondez (answer) throughout the tapes. Please explain these words and their meaning before each tape. After a few lessons students will become familiar with them.

Grades One, Two, or Three:

1. Number 5 above, plus

2. As the tape plays the colors to be learned, hold up the corresponding sheets of 9"x12" construction paper. (A puppet can do this if you choose to use the puppets.)

3. After the students have heard the words several times, encourage them to repeat the colors, first as a group, then individually.

4. For reinforcement, hold up a sheet of colored paper and say De quelle couleur est-ce? The student replies C'est and then names the color. Drill class first as a group, then individually.

5. Play the "Twister" game: You can either make your own spinner board or have students call out the moves at random. Substitute colors in French.

6. Rain pictures: Students put whatever colored paints they like on a piece of white paper, then put the paper out in the rain to see what kind of design is made by the rain falling on the paints. Be sure the children identify in French the colors in their painting.

   Snow paintings: Have children fill tin pie plates with snow and sprinkle various colors of food coloring in any manner on the snow. Then they can place a sheet of paper toweling on top and watch the toweling absorb the colors. Be sure students identify the colors in French. Commercial paper toweling (preferably white) works much better than store-bought towels.

Tape Script - Kindergarten - Lesson 1

Teacher Instructions	Script		Student Response
Start Tape			
Cup hands to ears.	Ecoutez:	Voici bleu	
Hold up French flag and point to colors along with tape.		blanc	
		rouge	
		bleu	
		blanc	
		rouge	
Point to mouth. Continue to hold up flag and point to colors as tape says them.	Répétez:		
		bleu	bleu
		blanc	blanc
		rouge	rouge
		bleu	bleu
		blanc	blanc
		rouge	rouge

Stop Tape: Drill students' comprehension of colors by holding up the flag and pointing to a color, asking De quelle couleur est-ce? Mix up the order of colors. Next call on individuals as you do the same.

ACTIVITY: Discuss flags and the French flag.

Tape Script - Grades 1, 2, or 3 - Lesson 1

Teacher Instructions		Script	Student Response
Start Tape			
Hold up colored paper in the following order:			
red	Ecoutez:	rouge	
yellow		jaune	
blue		bleu	
green		vert	
red		rouge	
yellow		jaune	
blue		bleu	
green		vert	
red	Répétez:	rouge	rouge
yellow		jaune	jaune
blue		bleu	bleu
green		vert	vert
red		rouge	rouge
yellow		jaune	jaune
blue		bleu	bleu
green		vert	vert

Stop Tape: Drill class by holding up various colors and mixing up the order, first asking the group, then individuals.

ACTIVITY: Hand out various sheets of colored paper (3 or 4 of each color) to different students. Either you or a student call out a color in French. The students holding that color must stand, say oui, and repeat the color in French or indicate somehow that they have the color.

ACTIVITY: Play "Twister."

ACTIVITY: Make rain/snow pictures.

MATERIALS NEEDED FOR LESSON 2

Kindergarten:
1. 12"x18" sheets of red, white, and blue construction paper
2. Scissors, paste
3. French flag

Grades One, Two, or Three
1. 9"x12" sheets of colored construction paper (the colors learned thus far)
2. Art print, poster or picture
3. "Twister" game

LESSON 2 GUIDELINES

Kindergarten:

1. Review red, blue and white using same method as lesson 1.

2. Teach C'est le drapeau français.

3. Make a French Flag: Cut 12"x18" pieces of red and blue construction paper in thirds vertically and paste one strip of blue on one side of a white 12"x18" sheet and a strip of red on the other, with white showing in the middle.

4. Point out to students that blanc resembles "blank" in English. This might help them to remember blanc means "white" (as in a blank piece of paper). Note also that "orange" is the same in both languages.

Grades One, Two, or Three:

1. Number 4 above.

2. Review red, yellow, blue, and green using same method as lesson 1.

3. Teach new colors: orange, purple, black, brown, and white.

4. Hold up a sheet of colored paper and ask De quelle couleur est-ce? Student replies C'est and then names the appropriate color. Do this with the class as a group and then with individuals. After drilling the new colors, mix in some of the colors learned in the previous lesson.

5. Discuss an art print by a French artist or an attractive art poster or a very large, colored picture. If you use an art print (available from most public libraries), point to a color students have learned and ask De quelle couleur est-ce? Do this for each color.

To add further cultural content give some information on the background of the artist and on his or her style. Have the students discuss the painting. Ask them how they "feel" about the picture: cool, good, happy, content, angry, etc. How do they think the artist felt? Why do they think the artist painted this picture? If this is a French artist, you might perhaps discuss the style: impressionism, cubism, pointalism, realism, etc. See the K-Unit, Lesson 3 Guidelines, for further information on Picasso.

Tape Script - Kindergarten - Lesson 2

Teacher Instructions		Script	Student Response
Hold up any red, white and blue objects.	Ecoutez:	Voici bleu blanc rouge	
		bleu blanc rouge	
Continue holding objects.	Répétez:	bleu blanc rouge	bleu blanc rouge
		blanc rouge bleu	blanc rouge bleu
Hold up French flag.	Ecoutez:	C'est le drapeau français.	
		C'est le drapeau français.	
Continue holding up flag.	Répétez:	C'est le drapeau français.	C'est le drapeau français.
		C'est le drapeau français.	C'est le drapeau français.
	Répondez:	Qu'est-ce que c'est?	
		C'est le drapeau français.	C'est le drapeau français.

Stop Tape: Ask Qu'est-ce c'est? to evoke the response C'est le drapeau français. Drill the class as a whole, then individuals. Explain meaning of the French if they don't seem to understand.

ACTIVITY: Make a French flag. When they are done with their flags, students might want to show off their artwork and their French by standing in front of the class and saying C'est le drapeau français.

Tape Script - Grades 1, 2, or 3 - Lesson 2

Teacher Instructions		Script	Student Response
Start Tape			
Hold up appropriate sheet of colored paper.	Ecoutez:	rouge	
		jaune	
		bleu	
		vert	
		bleu	
		vert	
		jaune	
		rouge	
	Répétez:	rouge	rouge
		jaune	jaune
		bleu	bleu
		vert	vert
		jaune	jaune
		bleu	bleu
		rouge	rouge
		vert	vert
	Ecoutez:	orange	
		violet	
		noir	
		brun	
		blanc	
		orange	
		violet	
		noir	
		brun	
		blanc	
	Répétez:	orange	orange
		violet	violet
		noir	noir
		brun	brun
		blanc	blanc
	Répétez:	orange	orange
		violet	violet
		noir	noir
		brun	brun
		blanc	blanc
		orange	orange
		bleu	bleu
		blanc	blanc
		noir	noir
		rouge	rouge
		violet	violet
		jaune	jaune
		brun	brun
Stop Tape			

Verification: Hold up appropriate sheet of colored paper and ask De quelle couleur est-ce? Students should respond C'est and name each color. Mix in the old colors too.

ACTIVITY: Discuss art print, poster or any large, colored picture.

ACTIVITY: Play "Twister."

MATERIALS NEEDED FOR LESSON 3

Kindergarten:
1. Copy of a French art print
2. Information on the life and works of the artist

(Note: There is no tape script for this lesson.)

Grades One, Two, or Three:
1. Bingo or lotto boards (V-3 and V-4)
2. 9"x12" sheets of colored construction paper
3. Puppets (Pierre and Chantal)
4. Game Valérie Ver (V-5 through V-9)

LESSON 3 GUIDELINES

Kindergarten:

In this lesson you will be reviewing the three colors learned -- bleu, blanc, rouge -- via discussion of a print by a French painter. By discussing the artist's life and style, the children will also be introduced to French culture. We suggest that you try to obtain a large copy of a print either in an art book or from a art print lend-library. Although any French artist can be used, we have selected Pablo Picasso and a painting from his "Blue Period," entitled Le Gourmet. Paintings from Picasso's "Blue Period" are limited in color and lend themselves nicely to the children's knowledge of colors in French at this level. Furthermore, this particular painting is of a young child to which they can more easily relate. Lastly, Picasso is a well known and highly prolific artist whose works are widely available. If you choose Picasso and Le Gourmet, feel free to use any or all of the following material:

Life of Picasso:
Pablo Picasso was born in Málaga, Spain in 1881. Thus, one of France's greatest artists is actually of Spanish origin! He was educated in Spain but eventually settled in Paris in 1904 and at that time was painting three pictures a day! He was extremely prolific, and after his death in 1973 at the age of 92, a total of 44,111 pieces of art, including paintings, lithographs, ceramics, engravings, sketches, sculptures and drawings, were found in his various homes; this is in addition to all the artworks that had been sold during his lifetime.

Picasso's Works:
Le Gourmet was painted between 1904 and 1906 during Picasso's "Blue" and "Rose" (pink) periods. The paintings done during his "Blue Period" reflect a sadder, more melancholy view of life. His "Rose Period," in which all of his paintings are done in shades of pink, reflects a happier, lighter view of life.

Disucssion of Le Gourmet:

- What can you tell me about this picture? (Responses will include: It's all blue; it's a girl; she's eating.) You can reply:

    1. Yes, it's all blue. This was done during a sad time in Picasso's life called his "Blue Period." Let's discuss how our feelings affect what we do, etc.

    2. This is not a girl, but a boy. (Discuss clothing worn by boys in earlier times.)

- What's the little boy doing? (In fact, he's cleaning out the bottom of his bowl of porridge for breakfast. It also looks like he has just eaten a pear.)

- Is he happy or sad? (He looks somewhat disconcerted because he has just finished all his cereal.)

- The title is Le Gourmet, which means in French "the gourmet" or one who appreciates and likes good food. Do you like good food? Are you a gourmet?

- What do you eat for breakfast? (Compare a French breakfast of porridge, or bread and butter, or fruit and hot chocolate, to a typical American breakfast of eggs, bacon, sausage, pancakes, juice, and/or waffles - none of which are eaten in France for breakfast.)

Grades One, Two, or Three:

1. Review orange, purple, black, brown and white.

2. Have students describe the colors they are wearing. The question for this is on tape: Quelles couleurs as-tu sur toi? Do not, on this level, attempt to put colors and clothing together.

3. Lotto or Bingo: Play with the whole group or in small groups of 2, 3, or 4. This is an excellent method to practice saying the colors and to practice oral comprehension of the colors. Games can be repeated all through the year. For Bingo, have students color in lotto sheet in any order, making every square a different color (white can be done by leaving one square uncolored); for durability, run off the lotto stencil on cardboard, if your school has the facility, and then laminate with clear contact paper. Call out the colors at random, keeping a record of the colors you call. Markers can be pieces of paper cut to size. First child to have a row filled wins. Child must call off the colors of his/her row. For Lotto, cards are colored in the same way. Provide players with a deck of "cards."

Cards are simply pieces of colored paper (the same colors they have learned). First player pulls a card from the deck and says it in French before laying it down on the appropriate square. The second player does likewise, until one player either fills the whole paper or a row. If a player can't say the color in French, he or she must put it under the deck and the next player has a turn. The deck must have at least 4 or 5 cards of each color.

5. Puppets Pierre and Chantal can be used for describing the colors they are wearing.

6. Valérie Ver: This game, to reinforce colors with a small group, is a good learning center activity.

MATERIALS NEEDED FOR LESSON 4

Kindergarten:
1. "Twister" game
2. Red, yellow, blue, white, and green sheets of construction paper
3. French flag

Grades One, Two or Three:
1. 9"x12" sheets of colored construction paper for drilling colors
2. Game Valérie Ver (V-5 through V-9)
3. Written word flash cards for rouge, bleu, blanc
4. Information on French flag (V-1 and V-2)

LESSON 4 GUIDELINES

Kindergarten:

1. Introduce colors vert and jaune using same techniques as in other lessons.

2. "Twister" Game: You can either make your own spinner board or have students call out the moves at random. Be sure to substitute colors in French. This can be repeated often.

Grades One, Two, or Three:

1. The reading components of all lessons are optional. Use them if you feel your students are ready.

2. Review all the colors learned by drilling with colored paper or objects.

3. Teach students to read bleu, blanc, and rouge by using flash cards and tapes. Point out to students:
   a. The "c" in blanc is not pronounced.
   b. The similarity between the French word blanc and the English word "blank," as in a blank (white) sheet of paper.
   c. The similarity between the French bleu and the English "blue."

4. Quelle Couleur? Game: Name several objects in English and have students give the color in French (examples: tomato-rouge, snowman-blanc, sky-bleu, grass-vert). Divide the class into two teams, giving each side a word and keeping score. A running score over a few days keeps their interest long enough to make this an effective and quick review.

5. Discussion of French Flag: See Kindergarten, Lesson 1 Guidelines and visuals.

Tape Script - Kindergarten - Lesson 4

Teacher Instructions		Script	Student Response
Start Tape Hold up appropriate pieces of colored construction paper.	Ecoutez:	bleu blanc rouge	
	Répétez:	bleu blanc rouge	bleu blanc rouge
Hold up French flag.	Ecoutez:	Qu'est-ce que c'est? C'est le drapeau français.	
Continue to hold up flag.	Répondez:	Qu'est-ce que c'est?	C'est le drapeau français.
		Qu'est-ce que c'est?	C'est le drapeau français.
Hold up green paper.	Ecoutez:	vert vert	
Hold up green paper.	Répétez:	vert vert	vert vert
Hold up yellow paper.	Ecoutez:	jaune jaune	
Hold up yellow paper.	Répétez:	jaune jaune	jaune jaune
Hold up green paper.		vert	vert
Hold up yellow paper.		jaune	jaune
Hold up yellow paper.		jaune	jaune
Hold up green paper.		vert	vert

Stop Tape: Drill students, first as a group, then individually. Hold up a piece of colored paper (red, white, blue, yellow, or green) and ask De quelle couleur est-ce?

ACTIVITY: Play "Twister."

Tape Script - Grades 1, 2, or 3 - Lesson 4

Teacher Instructions		Script	Student Response
Review and drill colors by holding up construction paper for all those learned and having students name them.			
Start Tape	Classe, répétez:	rouge	rouge
		orange	orange
		jaune	jaune
		vert	vert
		bleu	bleu
		violet	violet
		brun	brun
		noir	noir
		blanc	blanc
Hold up appropriate word flash card for each color.	Ecoutez:	bleu	
		blanc	
		rouge	
		bleu	
		blanc	
		rouge	
Explain meaning of lisez. Hold up flash cards.	Lisez:	bleu	bleu
		blanc	blanc
		rouge	rouge
		bleu	bleu
		blanc	blanc
		rouge	rouge

Stop Tape: Verify students know what lisez means. Drill students with flash cards, first as a group, then individually. Use the cue lisez as you drill.

ACTIVITY: Play Quelle couleur? game.

ACTIVITY: Discuss the French flag of today and history of French flag. Be sure to have students give its colors in French. See background material.

ACTIVITY: Play Valérie Ver.

MATERIALS NEEDED FOR LESSON 5

Kindergarten:

1. Song Les Couleurs
2. Sheets of red, blue, white, yellow, and green construction paper

(Note: There is no tape script for this lesson.)

Grades One, Two, or Three:

1. Sheets of red, white, and blue 12"x18" construction paper
2. Paste and scissors
3. Assorted colors of construction paper for banners
4. Cloth or large paper for a large flag or banner for the room
5. 9"x12" sheets of colored construction paper for drilling colors
6. Rouge, bleu, blanc, jaune, orange and vert written word flash cards
7. Worksheet Sais-tu les couleurs? - Ice cream (V-11)

LESSON 5 GUIDELINES

Kindergarten:

1. Les Couleurs: This song will be a good review for the 5 colors already learned and will expose the students to the other colors: brun (bruhng) - brown - and noir (nwahr) - black. The song is on the tape. It will be played through the first time in its entirety for all to listen. The second time it will be played through with a pause after each line for student repetition. The third time it will be played through in its entirety again for the children to sing along. Naturally, it will take much repetition for the students to learn it. The words (in French and English) and music are included for your use in the event you play piano or guitar.

2. Review all colors learned thus far (the primary colors plus white).

3. Moi (me) Game: This game is just another way to drill the students' knowledge of the colors. Hand out a sheet of each color to different students. Then ask "Who has rouge?" The child with the red piece of paper must stand up and say, "Moi!" He/she must also repeat the color. Do likewise with the other colors.

Grades One,
Two, or Three:

1. Review reading of blue, white and red by using flash cards. A quick review is on tape.

2. Teach reading of jaune (yellow), orange (orange), and vert (green) by same method.

3. Make a French Flag: Cut 12"x18" pieces of red and blue construction paper in thirds. Paste strip of blue on one side and a strip of red on the other of a 12"x18" piece of white construction paper, keeping a white strip in the middle.

4. Early Banners: Some students may wish to make some of the early banners or oriflammes used by various noblemen in France, or they may want to create their own. You may want to make a few as examples.

Tape Script - Grades 1, 2, or 3 - Lesson 5

Teacher Instructions		Script	Student Response
Start Tape Hold up appropriate written word flash card.	Lisez:	bleu blanc rouge	bleu blanc rouge
		blanc rouge bleu	blanc rouge bleu
Hold up appropriate written word flash card.	Ecoutez:	jaune orange vert	
		jaune orange vert	
	Lisez:	jaune orange vert	jaune orange vert
		orange vert jaune bleu jaune rouge vert blanc	orange vert jaune bleu jaune rouge vert blanc

Stop Tape: Verify students are indeed reading by drilling individually and as a group with the written word flash cards. Mix in all 6 colors introduced thus far.

ACTIVITY: Make French flag and banners plus a large flag or large banners for the room, if desired.

ACTIVITY: Do Worksheet Sais tu les Couleurs? (Ice cream).

MATERIALS NEEDED FOR LESSON 6

Kindergarten:

1. Paper towels
2. Powdered paints
3. Pie plates
4. White paper
5. Food coloring
6. "Fishing for Colors" materials (V-12 through V-14)

(Note: There is no tape script for this lesson.)

Grades One, Two, or Three:

1. Written flash cards for all colors (V-22 and V-23)
2. Worksheets V-17, V-18, V-19, and V-20
3. World map
4. Flags of the various countries, if available
5. "Color Wheel" (V-16): cardboard, markers, clear contact paper, rubber bands

LESSON 6 GUIDELINES

Kindergarten:

1. Rain Pictures: Student puts whatever colored powdered paints (limited to the colors learned) he or she likes on a piece of white paper. The paper is put out in the rain to see what kind of design is made by the rain falling on the paints. Then the child can identify in French the colors in the painting.

   Snow Paintings: Fill tin pie plates with snow and sprinkle various colors of food coloring in any manner on the snow. Place a sheet of paper toweling on top and watch the toweling absorb the colors. Be sure students identify the colors in French. Commercial paper toweling (preferably white) works much better than store-bought towels.

2. "Fishing for Colors" Game: Patterns and directions are included in Kit. This is an excellent way to reinforce saying the 5 colors learned. Some individuals may on their own want to learn brun, noir, and orange. You may add fish of these colors if you wish. This is a good learning center activity.

3. This lesson marks the end of the kindergarten component of this unit. However, feel free to repeat any lesson in whole or part in order to give the class a sound basis and to review any areas that need it.

Grades One,
Two, or Three:

1. Review reading of bleu, rouge, blanc, orange, jaune, and vert.

2. Teach reading of noir, brun, and violet (black, brown, and purple).

3. Once students have mastered reading the colors, worksheets V-11 through V-20 are applicable. You can either present them as a whole class activity or put them up in a learning center with the games (Valérie Ver, "Fishing for Colors," and the "Color Wheel").

4. Worksheet V-15 (flags of the French-speaking countries): This material is in addition to the introductory unit, and what you use will depend on what you did in that unit. (This is an excellent place to plug in a geography unit.) Discuss other countries in the world besides France who speak French. Among them are Canada, Belgium, Haiti, Luxembourg, Switzerland and many countries in Western Africa (Chad, Ivory Coast, Algeria, Tunisia). In fact, 18 countries of Black Africa use French as their official language. The French names of the countries on the flag worksheet are on tape.

5. You may also want to bring in additional supplementary material on these countries: maps, posters, pictures, books, souvenirs, films (from the public library), etc.

Tape Script - Grades 1, 2, or 3 - Lesson 6

Teacher Instructions	Script		Student Response
Start Tape Hold up appropriate flash cards.	Lisez:	rouge	rouge
		jaune	jaune
		bleu	bleu
		orange	orange
		blanc	blanc
		vert	vert

Stop Tape

Drill reading of the above colors with class as a whole and with individuals.

Start Tape

Hold up appropriate flash cards.	Ecoutez:	brun	
		noir	
		violet	
		brun	
		noir	
		violet	
	Lisez:	brun	brun
		noir	noir
		violet	violet
		noir	noir
		violet	violet
		brun	brun
		rouge	rouge
		vert	vert
		blanc	blanc
		noir	noir
		jaune	jaune
		violet	violet
		orange	orange
		brun	brun

Stop Tape: Verify students know the new colors by drilling first as a group, then individually.

ACTIVITY: Do worksheet V-15 (Flags of French-speaking countries).

ACTIVITY: Do worksheets V-17 through V-20.

ACTIVITY: Play with "Color Wheel" (V-16).

MATERIALS NEEDED FOR LESSON 7

Grades One, Two, or Three:

1. Written flash cards (V-22 and V-23)
2. All worksheets and games
3. Worksheet V-21

LESSON 7 GUIDELINES

1. Review reading of all colors with flash cards.

2. There is no formal lesson on tape, as this is the last lesson. It is intended that you review and tie up loose ends. Do any activities or worksheets that you have not yet done. Encourage children to spend some time at the learning center if they have not yet done so. Feel free to repeat any lesson, game, or activity where you feel extra reinforcement is needed.

3. One activity is on this tape, and that is an exercise designed to determine the children's ability to recognize in writing the spoken colors. The 9 colors are on tape. The children will have before them a sheet of paper with 9 exercises (V-21). They must select which word on the paper corresponds to the word being said on tape. They need not be graded. This is just a tool to see if the students are indeed learning the oral and written cues.

Tape Script - Grades 1, 2, or 3 - Lesson 7

Matching Exercise: The students will hear a color on tape. The student must put an X in the box next to the color he or she hears.

Correct answers:

1. rouge
2. jaune
3. brun
4. vert
5. orange
6. noir
7. blanc
8. bleu
9. violet

An interesting and educational activity is the making of reproductions of the French flag. Each child can make his or her own individual tricolor from blue, white and red construction paper. In addition, one large flag from cloth or large rolls of paper can be made to hang in the classroom to give a French atmosphere.

If time allows, banners and copies of earlier French flags could be a correlated art project in conjunction with the art teacher or simply as a "free-time" or "in-room" activities.

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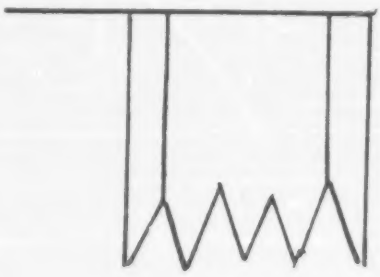
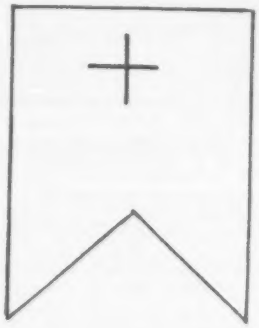
HISTORICAL BACKGROUND ON THE FRENCH FLAG

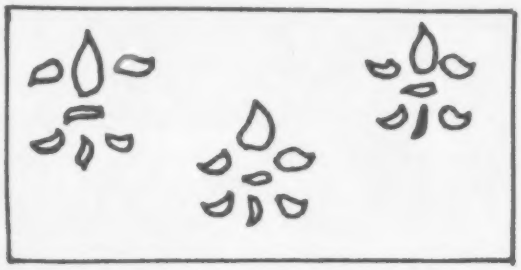
The flag of France began almost at the beginning of French history, with the famous king of the Franch, Clovis. Flags then were not as we know them today. Early flags, called chapes or copes were simply decorated pieces of cloth draped over a staff with a cross-bar on top. Often these were used for identification in time of battle or travel.

Later these developed into rectangular pieces of cloth which hung from the staff's crossbar. Additional variations appeared when the bottom of the cloth was split two, three or four times. This type of banner was called an oriflamme.



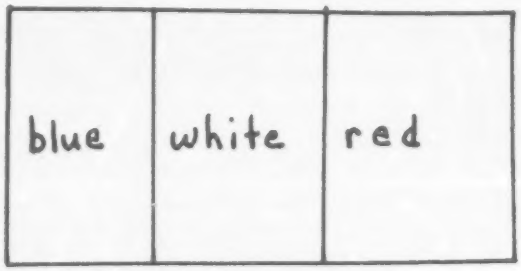


Many of the ancient flags were busily decorated with lions and fleurs-de-lis. Then, in 1365, Charles V, king of France, designed his standard with only 3 lillies.



In 1789, the tricolor, as we know it today, became popular with the start of the French Revolution. It was officially decreed that the order of colors would be--from left to right--red, white, and blue.

It was not until 1794 that the order of the colors was reversed to blue, white and red. It was observed that although all three stripes were of equal width, it did not appear that way from a distance. The red, for example, appeared smaller from a distance, and the white smaller than the blue. So, after much experimentation, it was ordered that the proportions be as follows: blue - 30, white - 33 and red - 37.



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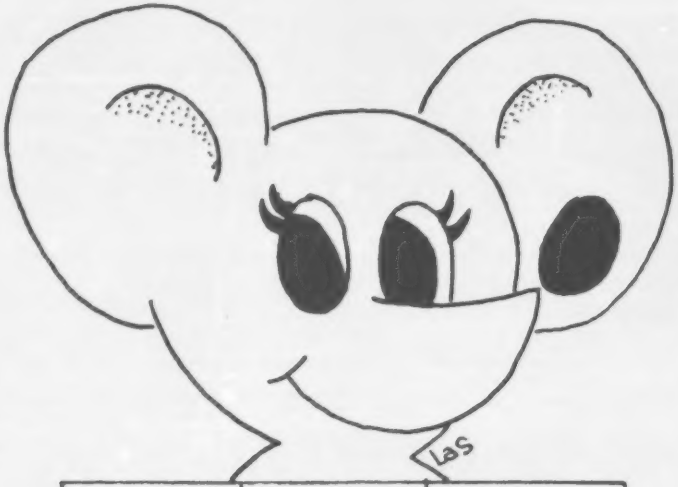
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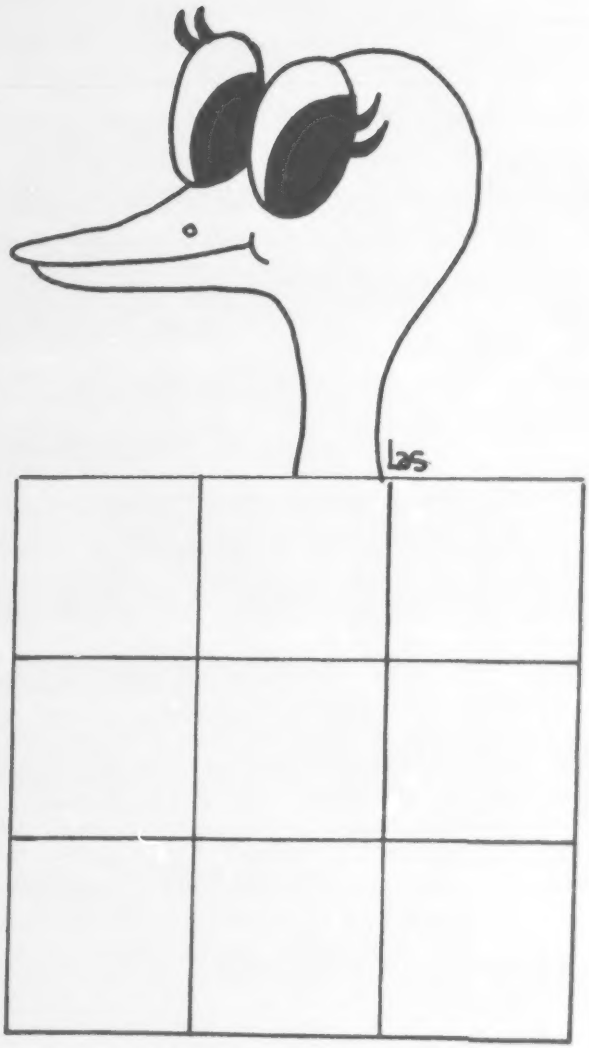
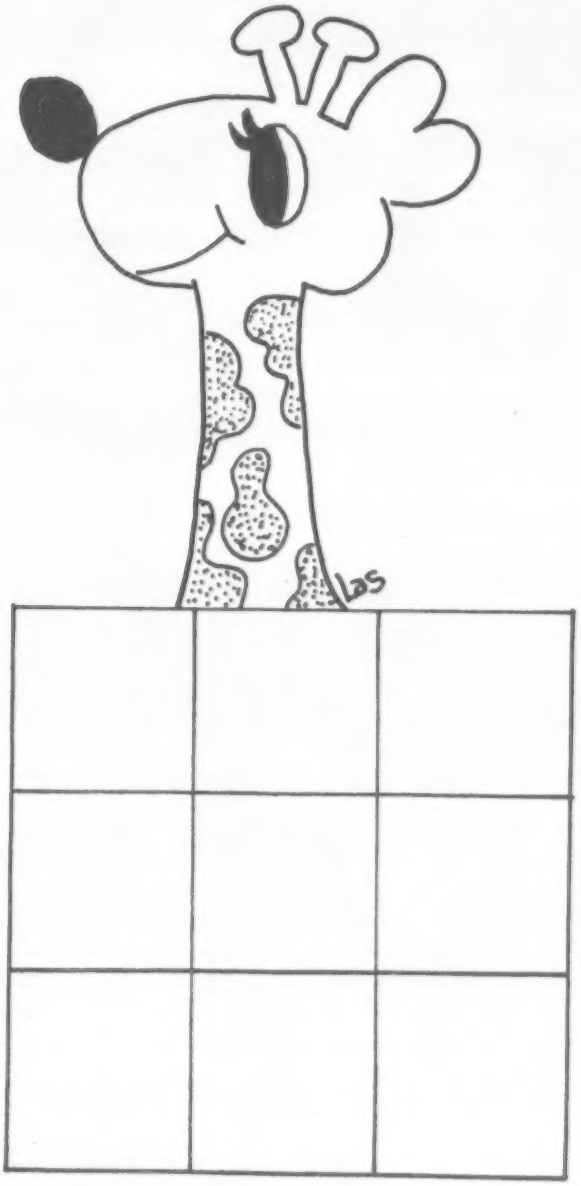




DIRECTIONS FOR VALERIE VER GAME

Objective: To give the students the opportunity to practice saying and using the following colors: rouge, jaune, bleu, brun, orange, vert, violet, noir.

Materials Needed:
1. Valérie Ver game board (included in Kit)
2. crayons, colored markers
3. clear contact paper
4. sissors
5. individual markers (included in Kit)
6. colored circles (included in Kit)
7. 6 1/2"x10" manilla envelope

1. Color each section of game board with one of the above colors. Likewise color the rectangles on the cover. You may also decorate the rest the cover, if desired.

2. Cover with clear contact paper.

3. Color, cover with clear contact paper, and cut out individual markers.

4. Color game circles with the above colors (2 each color), and then cover with clear contact and cut out.

5. Print student directions on 10"x61/2" manilla envelope. Attach envelope to back of game board with clear contact paper.

6. Place markers and circles in envelope for a self-contained game that is ideal for a learning center.

Student directions to be printed on envelope:

PLAY WITH VALERIE WORM!!

Directions

1. Choose a marker and put it in starting box (début).

2. First player chooses, without looking, a colored circle from the envelope. Say that color in French, then move your marker to that color.

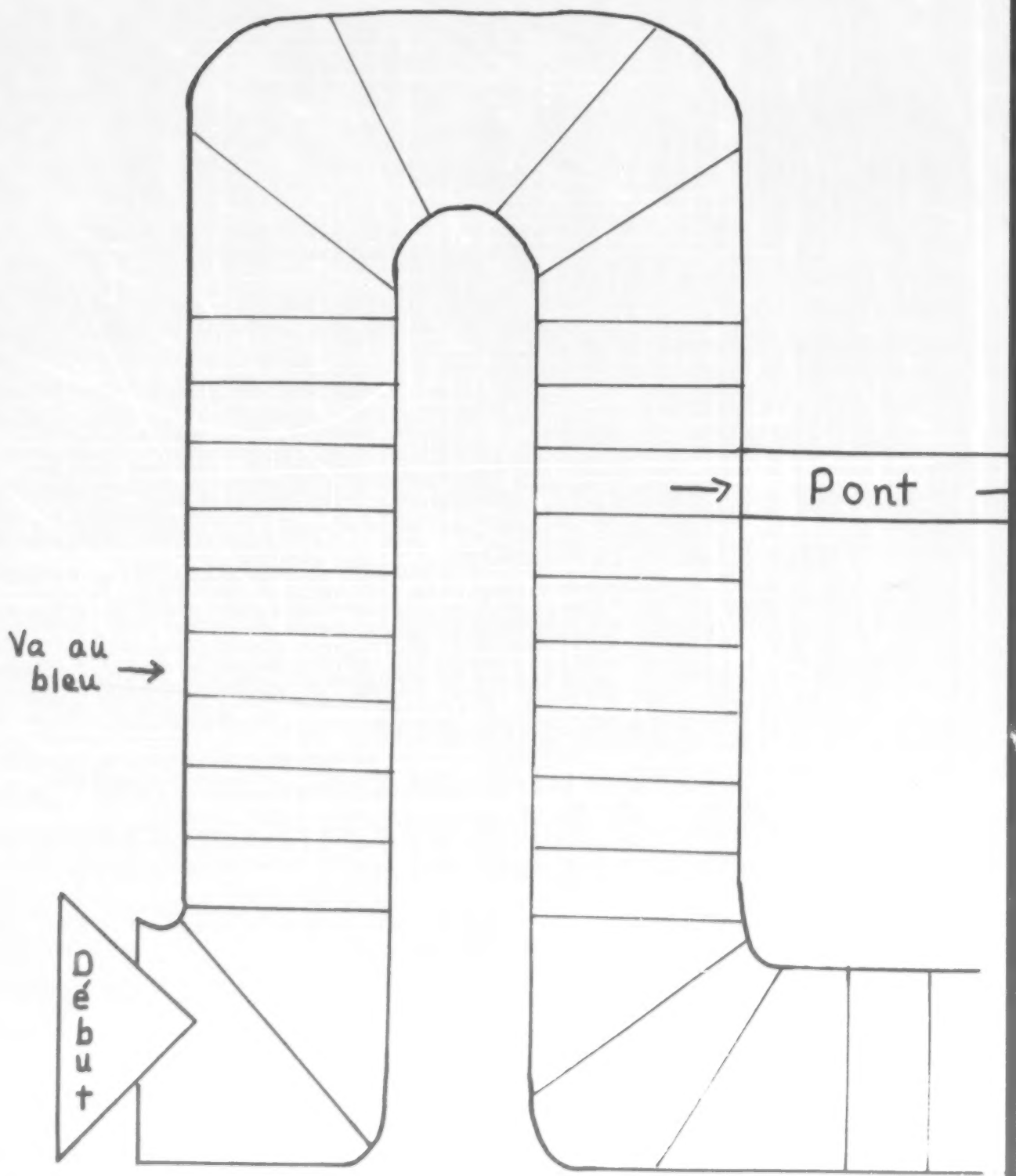
3. If a player can't say the color picked, he or she doesn't move and waits for next turn.

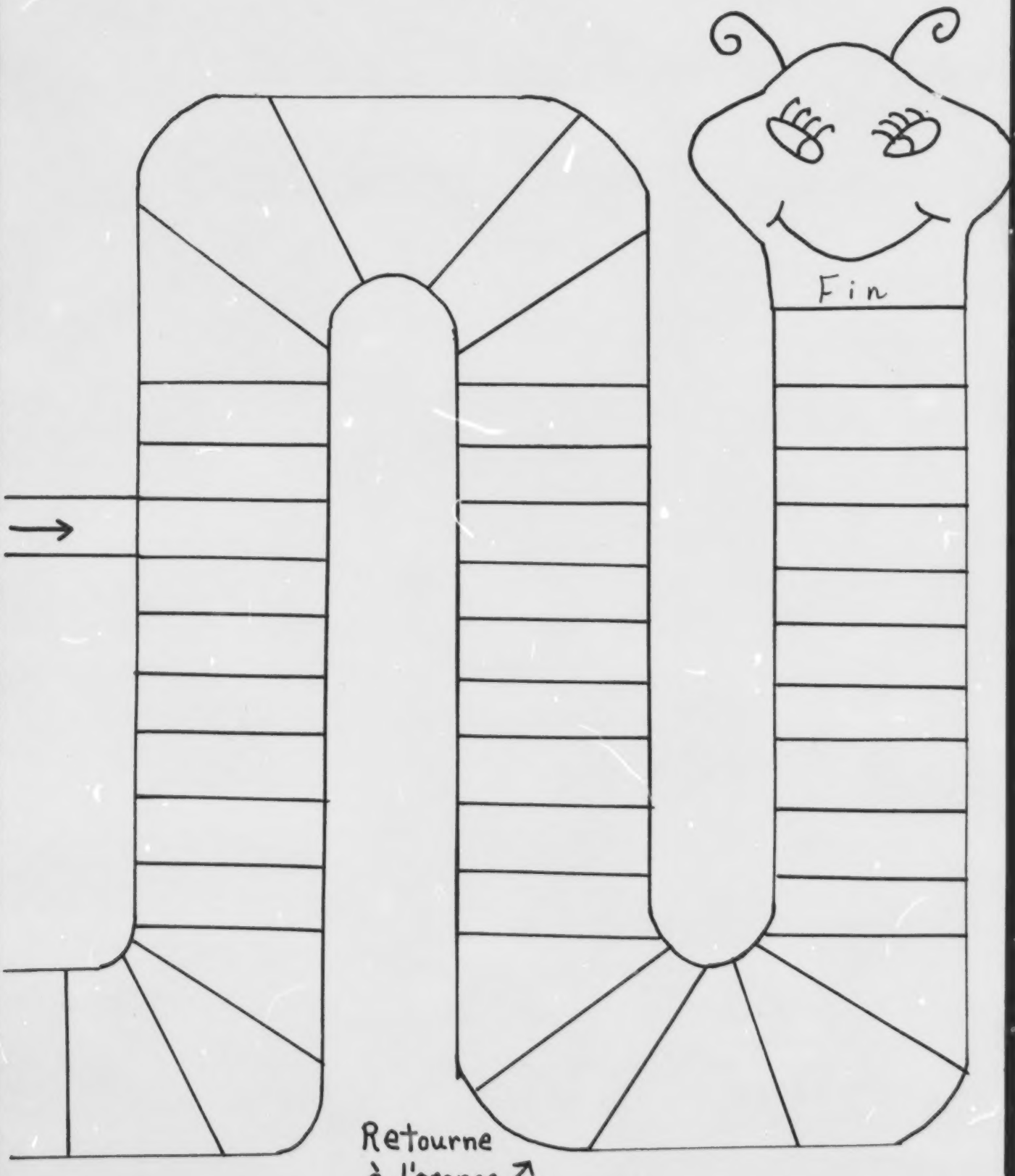
4. First to reach Valérie Ver wins.

5. Special box: read to pont-cross pont if you land there.

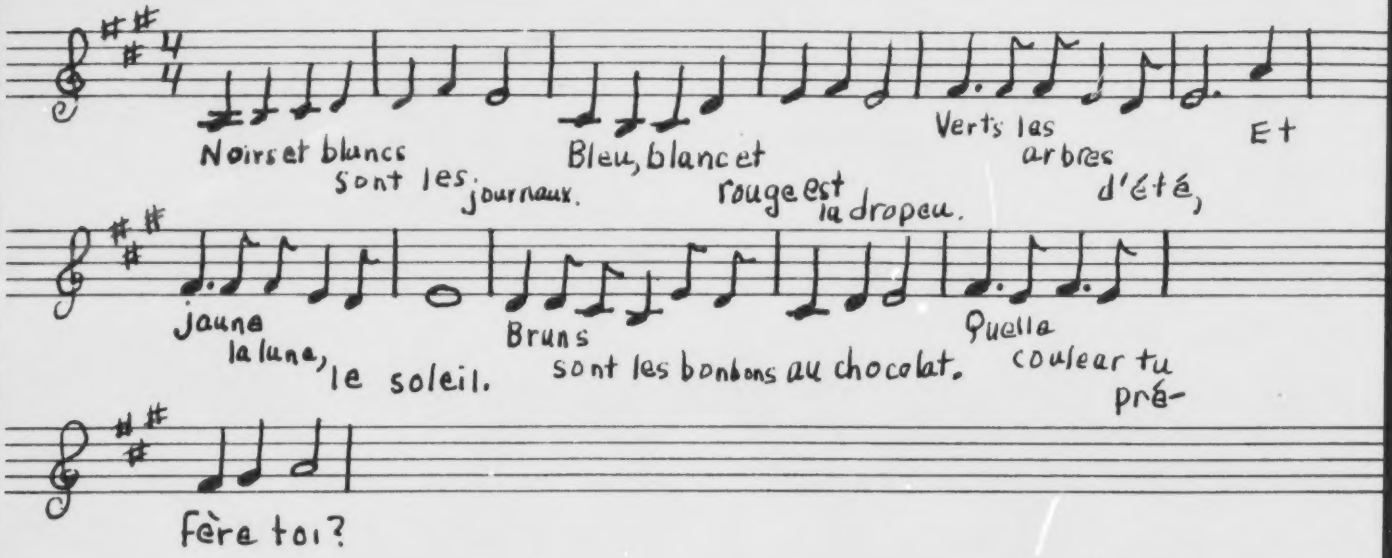
HAVE FUN!!

Jouez avec moi,
Valérie
Ver!


Pont
Va au bleu
Début


Fin
Retourne
à l'orange

Les Couleurs


Noirs et blancs sont les journaux.
Bleu, blanc et rouge est la drapeau.
Verts les arbres d'été,
Et
jaune la lune, le soleil.
Bruns sont les bonbons au chocolat.
Quella couleur tu préfère toi?

Black and white are the newspapers.

Blue, white and red is the flag.

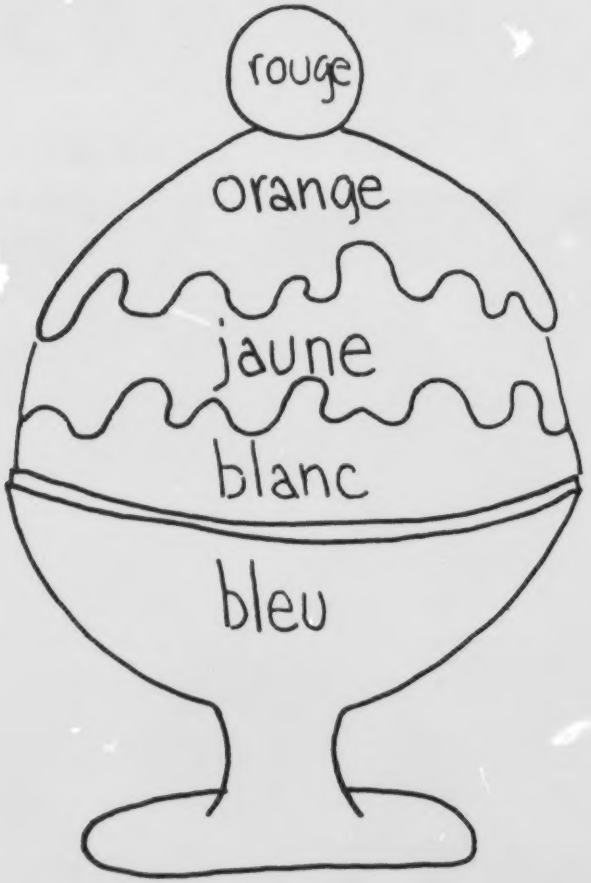
Green are the trees in summer,

And yellow the moon, and sun.

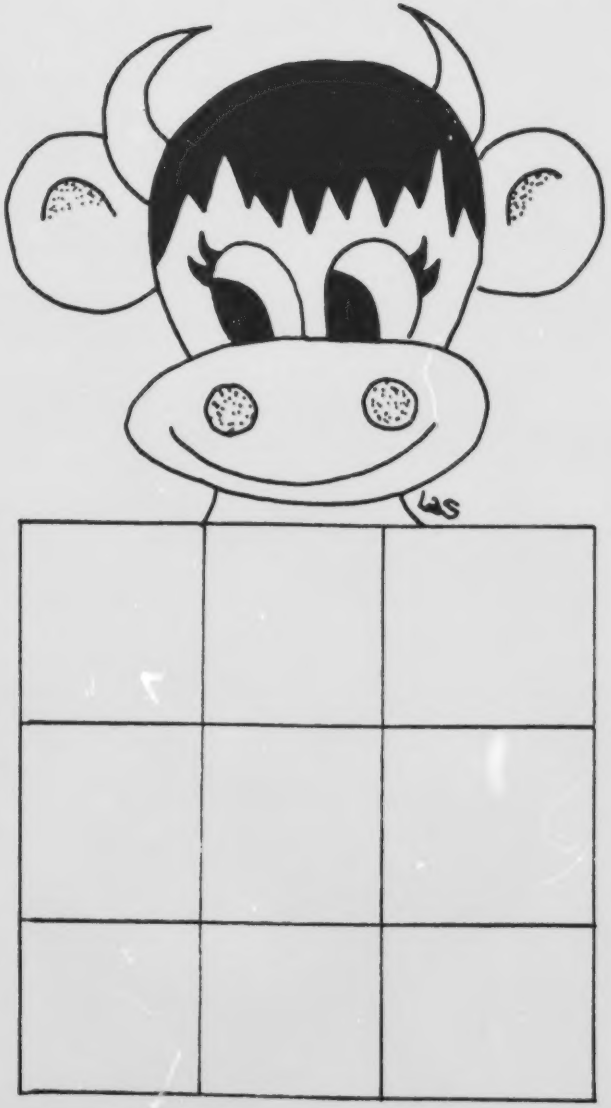
Brown are chocolate candies.

What color do you perfer?

Sais-tu les couleurs?



Nom _____



DIRECTIONS FOR "FISHING FOR COLORS" GAME

Materials Needed:

1. 10 cardboard fish (included in Kit)
2. string
3. 1 magnet
4. 10 paper clips
5. scissors
6. clear contact paper
7. crayons or color markers (corresponding to colors studies)
8. 2- or 3-foot dowel rod

1. Color fish, 2 for each of the 5 colors learned.

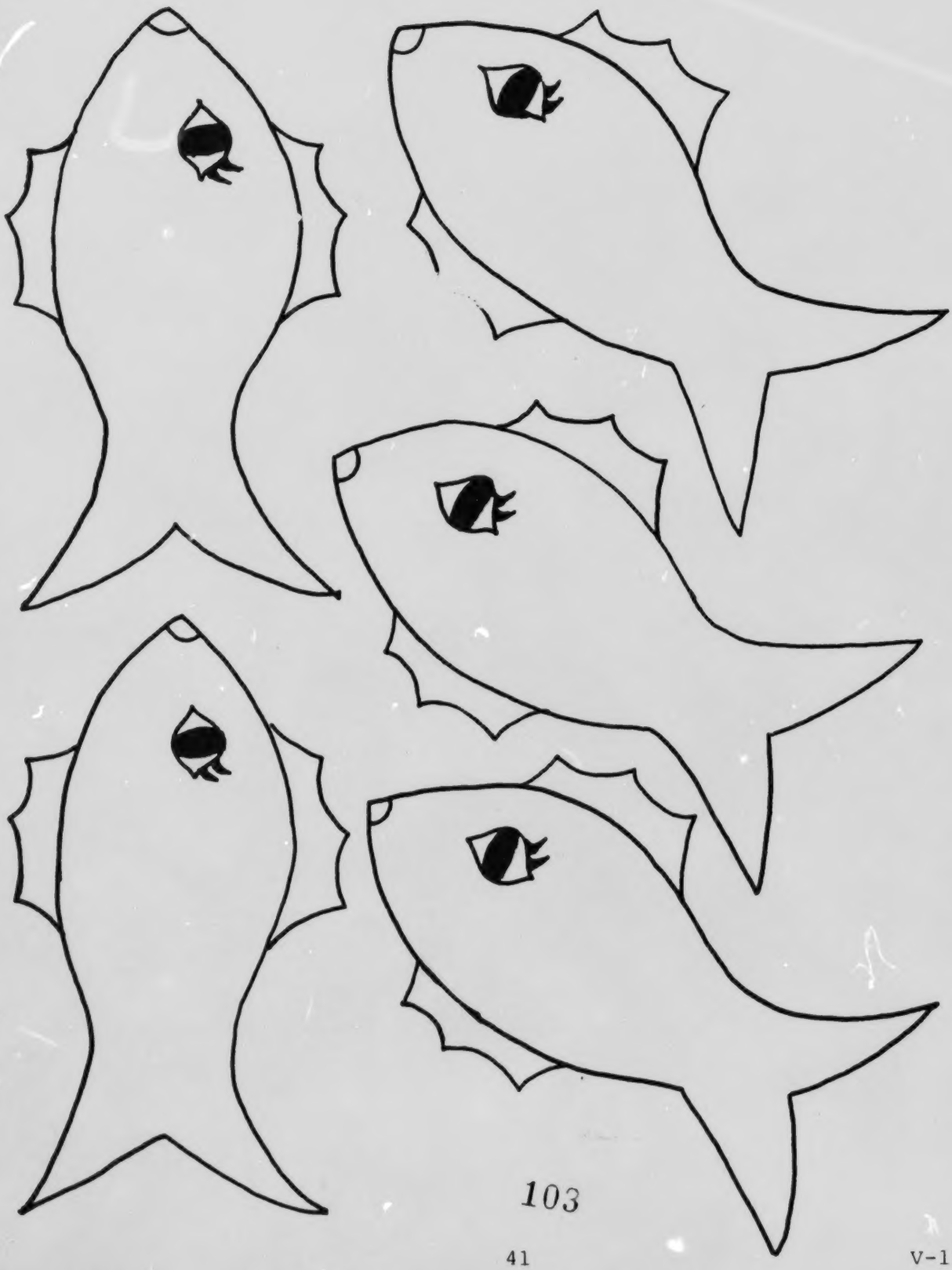
2. Cover fish with clear contact paper and cut them out.

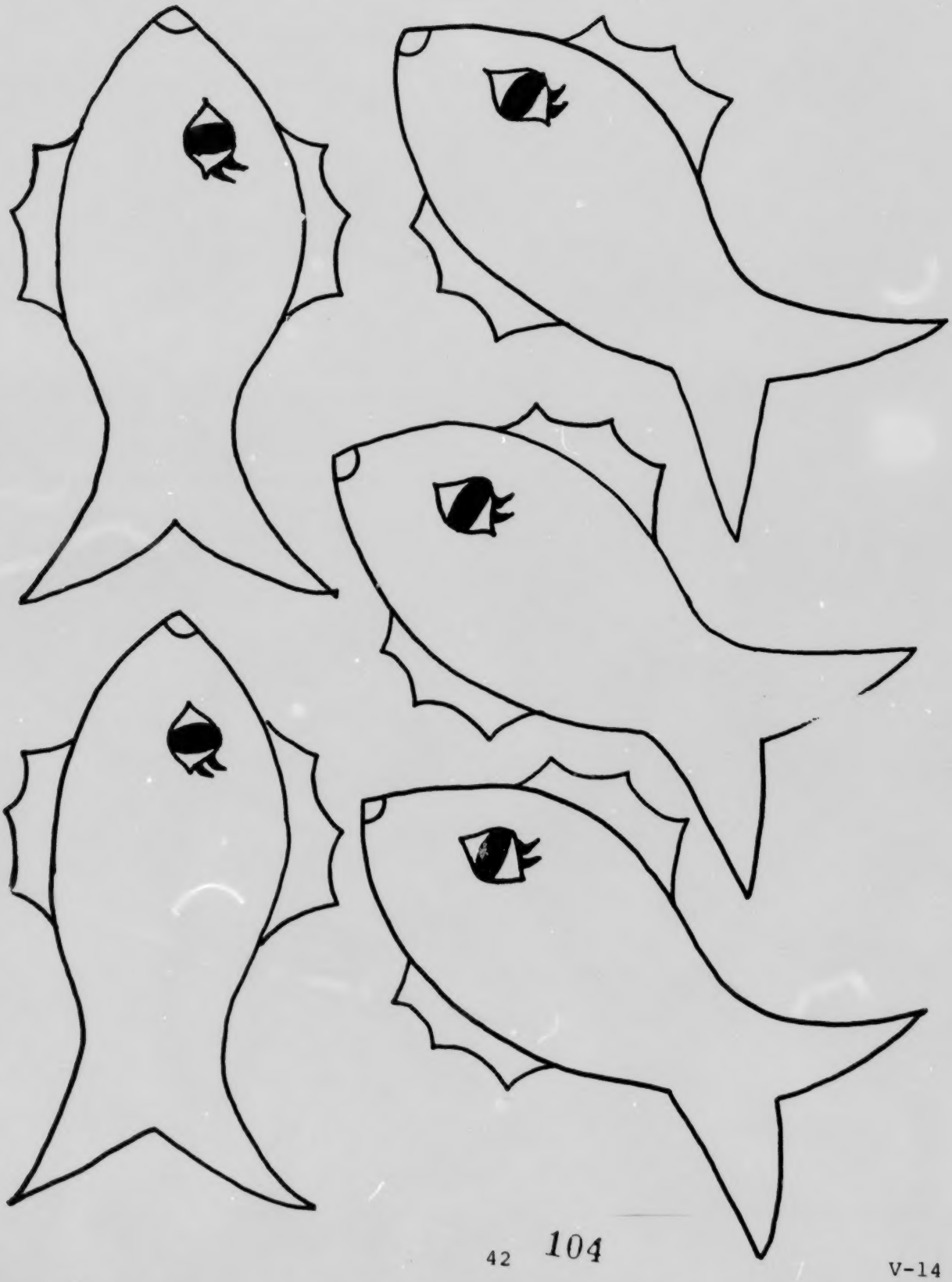
3. Attach a paper clip to each fish.

4. Attach to a dowel rod a piece of string with a magnet attached to the end.

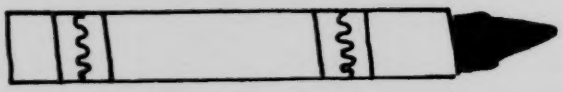
5. Have children "fish" for the colored fish with the dowel rod and the magnet. The child must say the color in French to keep the fish. The child with the most fish wins. This is good for 2 or 3 players. To eliminate competition, throw the fish back in and just take turns fishing.

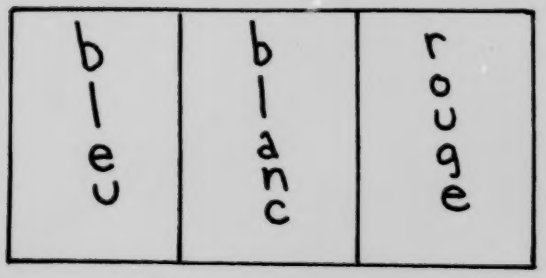
6. This can be self-contained in an envelope at a learning center. Print the directions on the envelope for the children, if they can read, or, once explained by the teacher, those who cannot read can still play the game on their own.





Colorez les drapeaux. Nom_____





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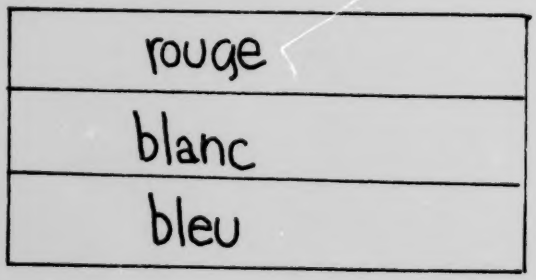

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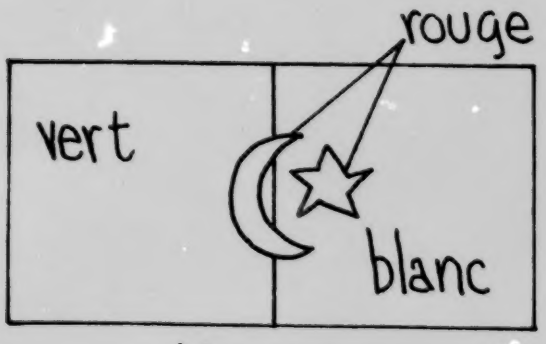

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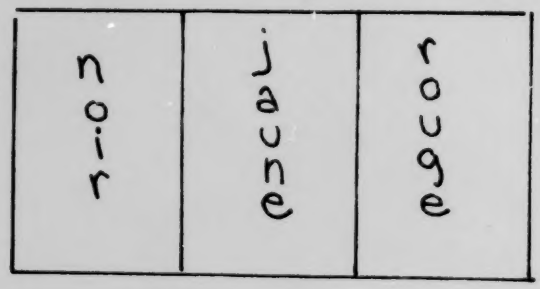

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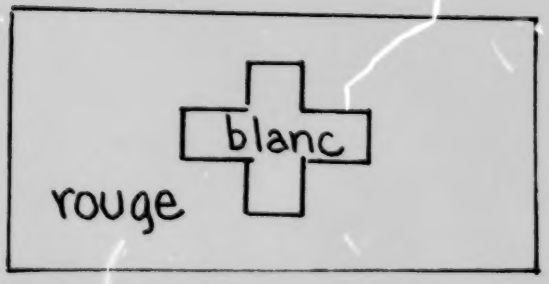
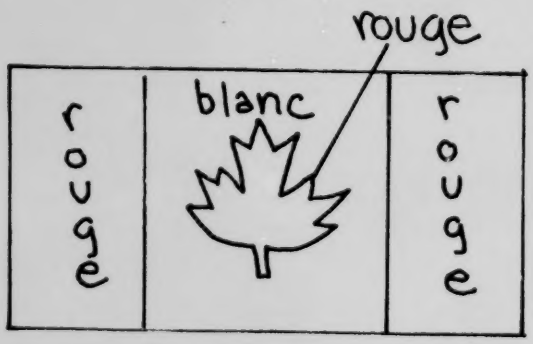


la Suisse



Canada

DIRECTIONS FOR COLOR WHEEL

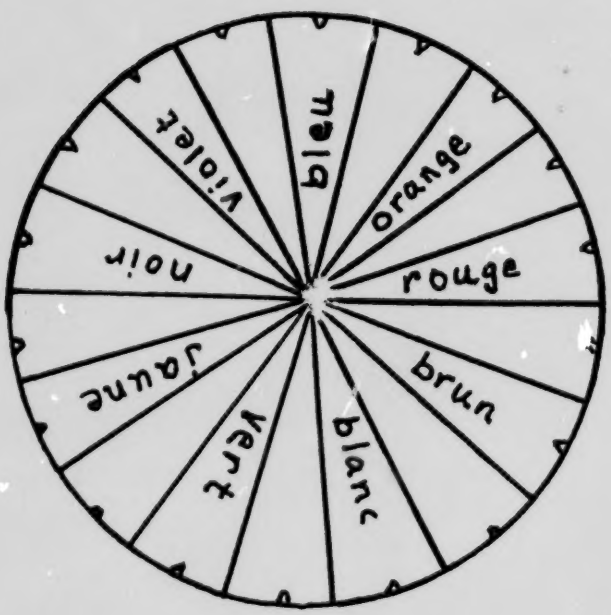
1. Cut large size wheel out of sturdy cardboard (pizza wheels are excellent).

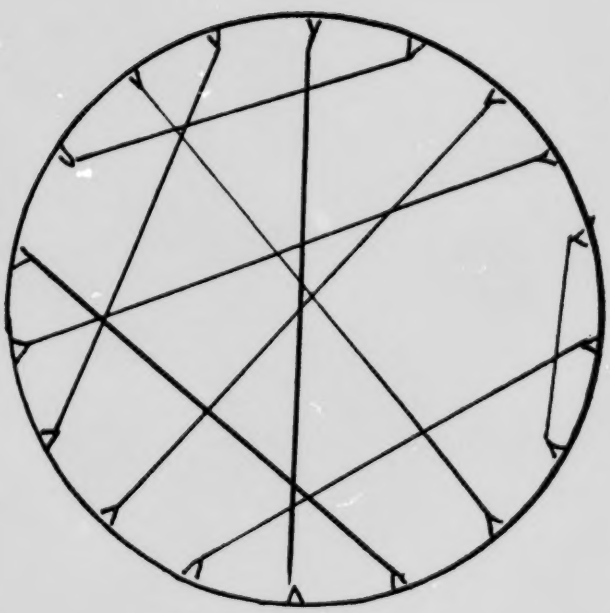
2. Divide into 18 sections, alternating a color with a word for a color.

3. Cover with clear contact paper.

4. Put a small notch in each section.

5. On the back, draw in the lines corresponding to the correct answer when a rubber band is streched from the correct notch of a color to its word.





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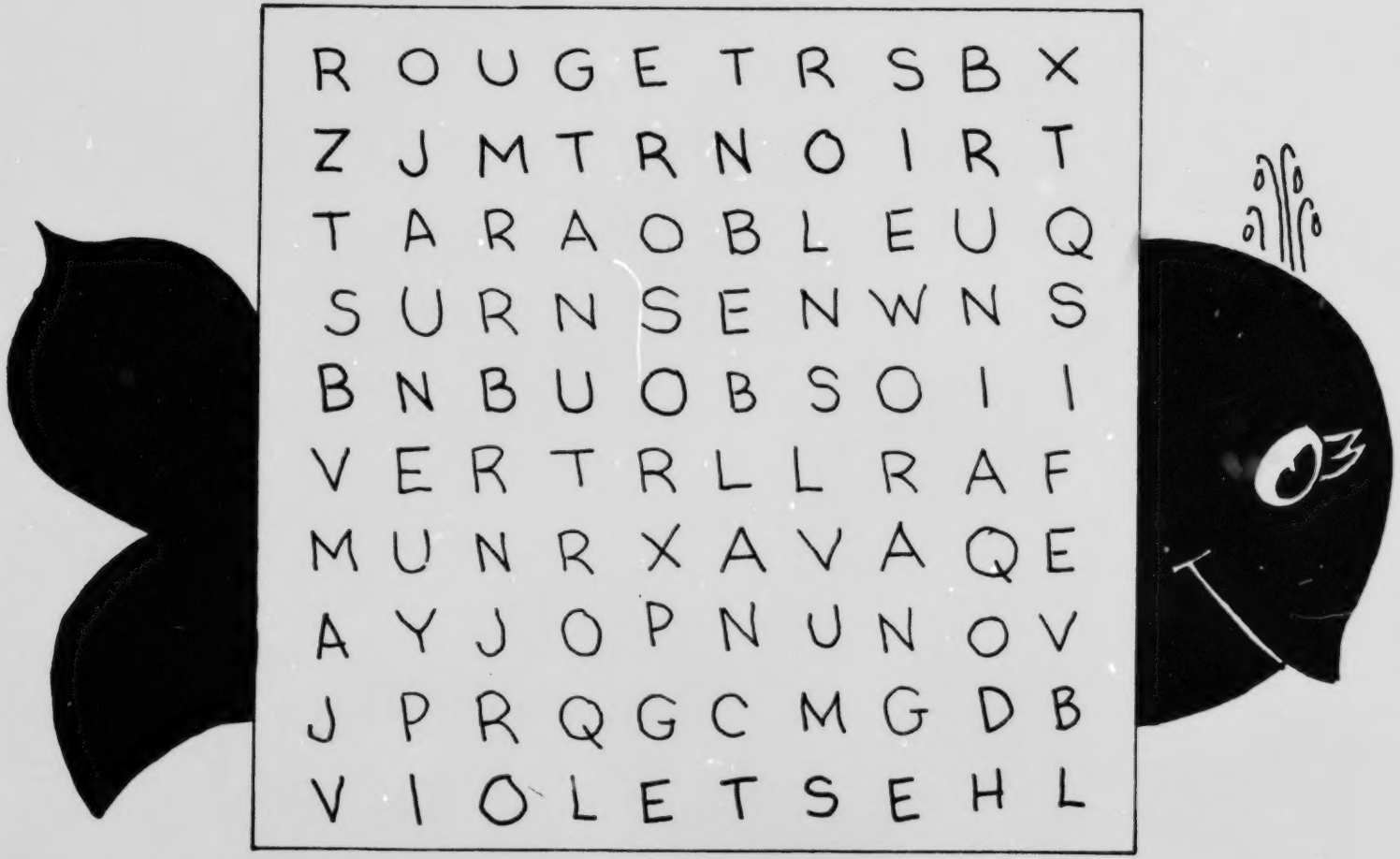
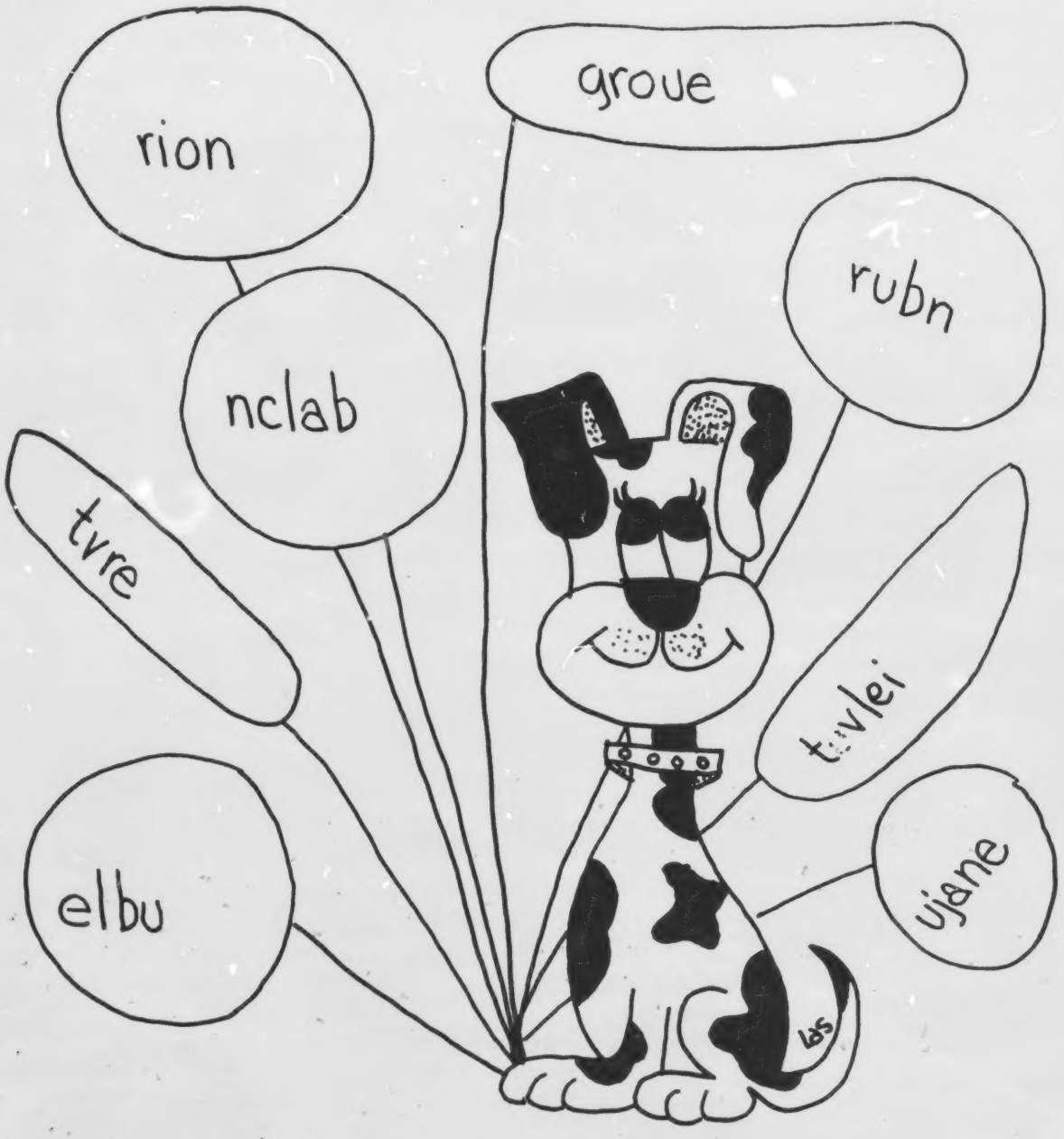

R O U G E T R S B X
Z J M T R N O I R T
T A R A O B L E U Q
S U R N S E N W N S
B N B U O B S O I I
V E R T R L L R A F
M U N R X A V A Q E
A Y J O P N U N O V
J P R Q G C M G D B
V I O L E T S E H L

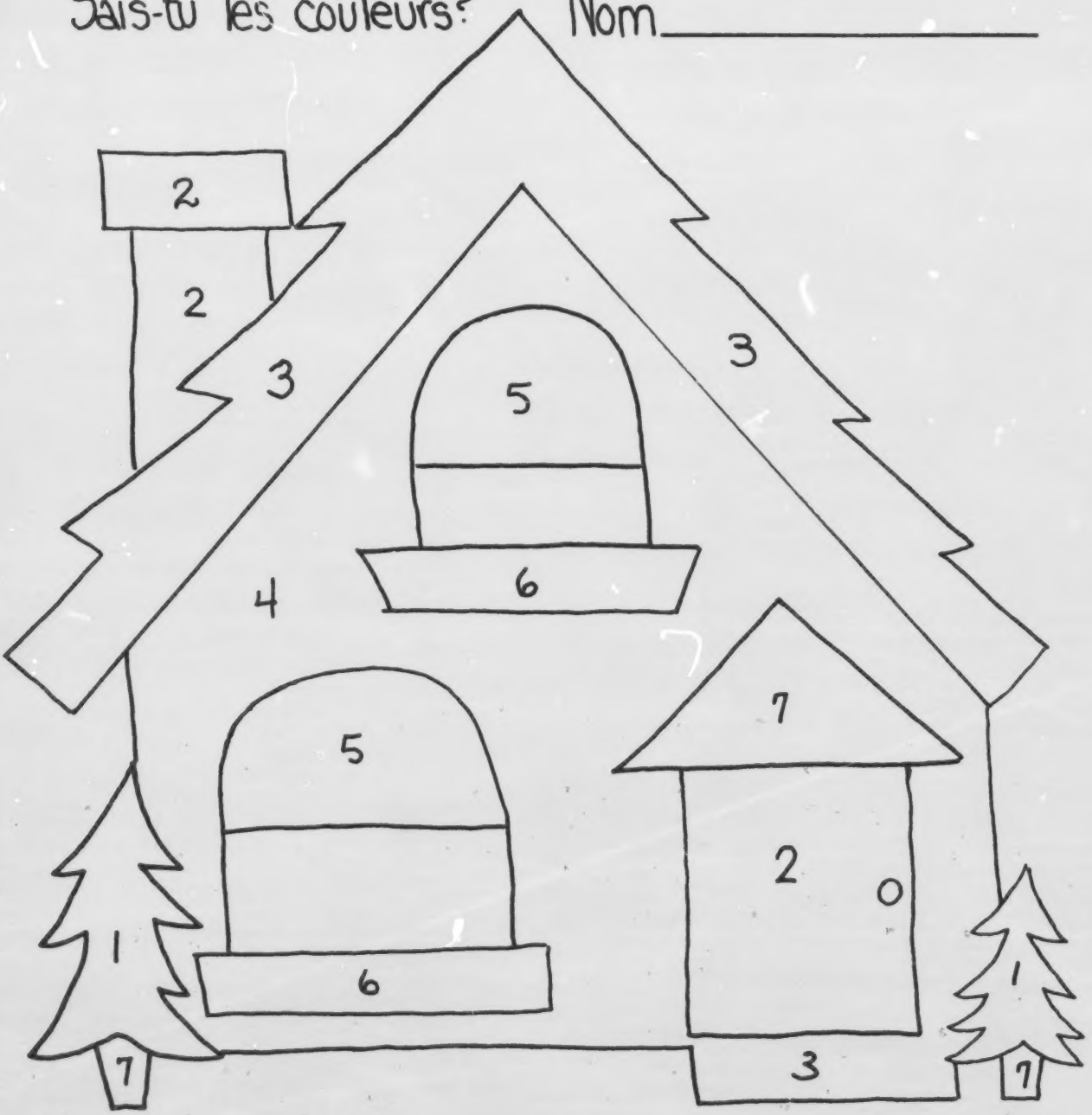
ROUGE • ORANGE • JAUNE • VERT • BLEU • VIOLET • BRUN • NOIR • BLANC

Nom _____

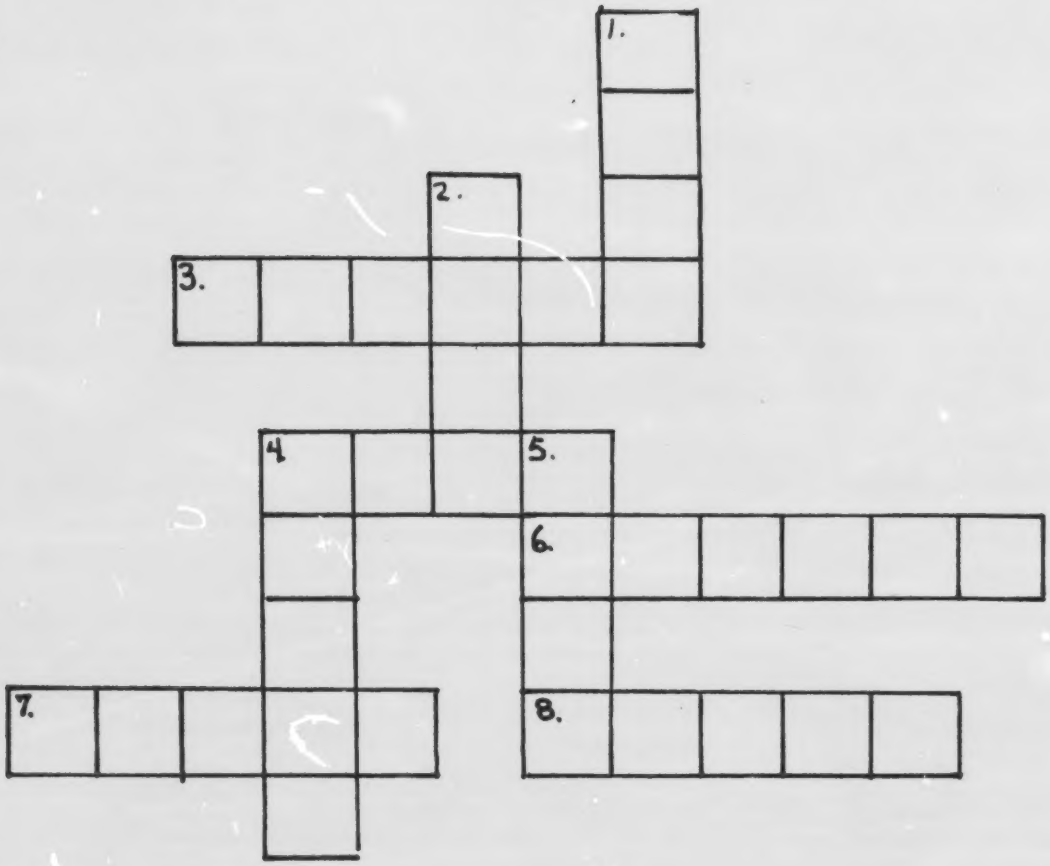


Help Spot color his balloons.

Sais-tu les couleurs? Nom_____



1. vert
2. rouge
3. noir
4. jaune
5. blanc
6. bleu
7. brun



Horizontalement

3. purple
4. brown
6. orange
7. yellow
8. red

Verticalement

1. green
2 blue
4. white
5. black

Nom _____

Nom _____

1. rouge	☐	brun	☐	orange	☐
2. jaune	☐	orange	☐	brun	☐
3. bleu	☐	blanc	☐	brun	☐
4. orange	☐	vert	☐	noir	☐
5. rouge	☐	orange	☐	jaune	☐
6. noir	☐	violet	☐	vert	☐
7. brun	☐	bleu	☐	blanc	☐
8. bleu	☐	vert	☐	violet	☐
9. orange	☐	violet	☐	brun	☐

rouge

jaune

orange

violet

noir

blanc

bleu

Numbers in French

Division of Curriculum
Indiana Department of Public Instruction
Harold H. Negley, Superintendent
July 1981

Preface

These materials are designed for use and implementation by the elementary (K-3) classroom teacher. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. Because they are designed to be used by teachers who may not have had any background in the foreign language, the core of each lesson (tape script) is highly structured. The teacher, however, should feel free to adapt the tape script to meet the needs, interests, and abilities of his/her students. Foreign language learning does require a certain amount of repetition in order to acquire the oral skills of listening and speaking. However, if a tape script becomes too repetitive or if more repetition is needed, the teacher should feel free to omit or repeat sections of the tape script as needed. The ultimate decision on the method of presentation should be the teacher's, based on the developmental level and readiness of the children in the class.

These materials have been organized into units and each unit is divided into lessons. In each lesson there are two "levels" of material, one specifically designed for kindergarten and one for grades 1, 2, or 3. If it is felt that the materials designed for grades 1, 2, or 3 would be more appropriate for a kindergarten class or vice versa, the teacher should use those materials he/she feels would best meet his/her needs and the needs of the pupils.

In addition to the teaching guidelines and tape scripts, other visual and worksheet-type materials are included in each unit. All of the visuals in these materials will lend themselves to the making of overhead transparencies via a photocopy process or the production of electronically made ditto masters. Neither of these efforts will damage the materials.

Should teachers want to use only a part of a page for an overhead transparency or a ditto master, good quality photocopies will often serve as masters or originals. Using a photocopy in this way permits the teacher to "cut and paste" visuals as he/she desires, leaving the set of materials intact.

Teachers preferring to make posters or desiring to enlarge the visuals in the materials can do so by utilizing an opaque projector. The piece of posterboard or a large piece of construction paper can be "tacked" to the wall with masking tape. The image can be traced in pencil. When the outline is completed, the whole can be finished using felt markers or crayons.

In reproducing visual aids other than overhead transparencies (posters, flashcards), the teacher should use paper with enough "body" to stand up to repeated handling (posterboard, construction paper) and make bold lines which will "carry" to all parts of the class and can be easily seen.

Teachers should feel free to replace visuals in these materials with those they already have. If there are boy and girl puppets available, they may be used. If a teacher has visuals for the teaching of the colors or articles of clothing, those may be used.

Teachers also should not forget the possibility of putting up teaching bulletin boards--displays using items and pictures which can be pointed to in conducting recitation and practices.

There is a set of tapes accompanying each unit. These tapes are designed to assist the teacher who has had no training in the foreign language being taught. If, however, the teacher has had some language training and feels that he/she could teach the materials without the tapes, it is recommended that this be done. The tapes could, however, still be used as pronunciation aids and for reinforcement activities.

There is no sequencing of the units envisioned other than the presentation of the introductory unit first. After that, any order is acceptable. The material is designed for use in self-contained classes or individually guided education (IGE) classes and can be used for groups or for individuals.

Acknowledgments

These materials were developed under a grant from the National Endowment for the Humanities by the Indiana Department of Public Instruction, Division of Curriculum.

The materials were authored by Joanne Jones, Adjunct Professor at Indiana University-Purdue University at Indianapolis; Sherry Eggers, Spanish Teacher in the Indianapolis Public Schools; and Ruth Ann Martin, German Teacher, Guion Creek Middle School, Indianapolis. Lorraine A. Strasheim, Indiana University Coordinator for School Foreign Languages has served as the graphic artist for the visual materials. She has also served as consultant to the project, providing many suggestions for the content and format of these materials. Linda Dunlap and Frédérique Masson both free-lance artists have also contributed to the development of the visual materials.

With the support and aid of John A. Harrold, Director of the Division of Curriculum, Walter H. Bartz, State Foreign Language Consultant, has coordinated the project and has carried out the evaluation and dissemination phase.

These materials have been piloted by teachers throughout the state and their comments have provided valuable information for the final revision of this publication.

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NUMBERS IN FRENCH
Kindergarten, Grades One, Two, or Three

A WORD TO THE TEACHER: Although objectives, materials, activities, and detailed lesson plans have been defined for grade levels, teachers are presented with all of the materials for all of the grades so that they can make instructional decisions fitting their students' interests and abilities. A teacher with a kindergarten class that has children designated as "gifted" might, for example, find the materials for grades 1-3 more appropriate.

Objectives

Kindergarten:

1. The students will understand and say in French the numbers 1-10.
2. The students will hear and sing the songs Un Kilomètre à Pied and Dix Petits Soldats.
3. The students will demonstrate that they understand the oral commands comptez, écoutez, and répétez by doing what they mean.

Grades One, Two, or Three:

1. Numbers 2 and 3 above, plus students will demonstrate that they understand the command lisez.
2. The students will understand, say, and read numbers 1-20 in French.
3. The students will participate in a discussion of kilometers as a French measurement.
4. The students will comprehend and answer the question "How old are you?" in French.
5. The students will give their phone numbers in French.

Kit Contents

Kindergarten:

1. Four lessons with teacher instructions and tape script
2. Words for Un Kilomètre à Pied and Dix Petits Soldats (V-29)
3. Materials for fishing game (V-8 through V-10)
4. Materials for bingo (V-4 through V-7)
5. Listening activity sheets (V-1 through V-3)

Grades One, Two, or Three:

1. Numbers 1 (for 12 lessons), 2, 3, and 4 above
2. Work sheets (V-11 through V-17)
3. Written flash cards for numbers 1-20 (V-24 through V-28)
4. "Black Lagoon" game (V-18 through V-23)

Activities

° indicates materials and/or activities are included in Kit.

Kindergarten:
1. Singing Un Kilomètre à Pied and Dix Petits Soldats °
2. Playing fishing and bingo games °
3. Doing object or picture drill
4. Making stone soup
5. Doing listening activity °

Grades One, Two, or Three:
1. Numbers 1 and 2 above
2. Completing Worksheets
3. Playing "Cross Out" and "Black Lagoon" games °
4. Reading numbers with written flash cards °
5. Playing Zût game

Materials

° indicates materials and/or activities are included in Kit.

Kindergarten:
1. Cue cards for numbers 1-10
2. Sheets of paper or cardboard with numbers 1, 2, and 3 on them
3. Script for songs °
4. Small food objects
5. Drawings of fish and bingo sheets °
6. Cardboard to mount visuals
7. Paste, scissors, clear contact paper, crayons, pencils, magic markers
8. Sheets of colored construction paper

Grades One, Two, or Three:
1. All of the above
2. Cue cards for numbers 11-20
3. Flash cards with written numbers °
4. Teletrainers or play phones

VOCABULARY

Kindergarten:

A. Student

one	un	(uhng)
two	deux	(duh)
three	trois	(twah)
four	quatre	(KAHtr)

five		cinq	(sehnk)
six		six	(see)
seven		sept	(seht)
eight		huit	(weet)
nine		neuf	(nuhf)
ten		dix	(dees)

B. Teacher

count		comptez	(kohng-TEH)
to		à	(ah)
stand up	(pl.)	levez-vous	(luh-veh-VOO)
sit down	(pl.)	asseyez-vous	(ah-seh-yeh-VOO)
stand up	(sing.)	lève-toi	(lehv-TWAH)
sit down	(sing.)	assieds-toi	(ah-s'yeh-TWAH)

Grades One, Two, or Three:

A. Student

one	un	(uhng)
two	deux	(duh)
three	trois	(twah)
four	quatre	(KAHtr)
five	cinq	(sehnk)
six	six	(see)
seven	sept	(seht)
eight	huit	(weet)
nine	neuf	(nuhf)
ten	dix	(dees)

eleven	onze	(ohngz)
twelve	douze	(dooz)
thirteen	treize	(trehz)
fourteen	quatorze	(kah-TOHRZ)
fifteen	quinze	(kehnz)
sixteen	seize	(sehz)
seventeen	dix-sept	(dee-SEHT)
eighteen	dix-huit	(dees-WEET)
nineteen	dix-neuf	(dees-NUHF)
twenty	vingt	(vehng)
How old are you?	Quel âge as-tu?	(kehl ahzh ah tew)
I am __ years old.	J'ai __ ans.	(zheh __ awng)
zero	zéro	(zeh-ROH)

B. Teacher

count	comptez	(kohng-TEH)
to	à	(ah)
What is your telephone number?	Quel est ton numéro de téléphone?	(kehl eh tohng new-meh-ROH duh teh-leh-FOHN)
read (pl.)	lisez	(lee-ZEH)
what?	comment?	(koh-MAHNG)
What is this?	Qu'est ce que c'est?	(kess-kuh-SEH)
cut (pl.)	coupez	(koo-PEH)
paste (pl.)	collez	(koh-LEH)

MATERIALS NEEDED FOR LESSON 1

Kindergarten:

1. Cue cards for numbers 1, 2, and 3 (Write very large numbers on 8 1/2"x11" sheets of colored construction paper. They will be more durable if they are laminated with clear contact paper.)
2. Sheets of paper or cardboard with numbers 1, 2, and 3 on them (for stand-up activity): three or more for each number (This particular activity can be expanded as new numbers are learned, and it can be used over time and time again.)
3. Ingredients for stone soup recipe:

   3 c. raisins
   3 c. sunflower seeds
   2 c. M & M's
   1 c. chocolate chips
   1 c. butterscotch chips
   2 c. peanuts
   2 c. pre-sweetened cereal
   1 c. miniature marshmallows

   (Any combination of the above is fine. Be sure and vary 1, 2, and 3 cups. Feeds plenty!)

Grades One, Two, or Three:

1. Cue cards for numbers 1, 2, 3, 4 and 5
2. Words for Un Kilomètre à Pied (V-29)

Note to Teacher: Once a particular skill is mastered, any of the games and worksheets relating to it can be used as a learning center activity.

LESSON 1 GUIDELINES

Kindergarten:

1. In all lessons, the initial presentation of the vocabulary on tape is very important. Everyone should be seated, facing you. The tape recorder should be close at hand so that you can start and stop it easily. It is suggested that you read over the tape script beforehand.

2. The students will hear écoutez and répétez on tape. Please explain their meaning.

3. Stone Soup: If you have extra funds with which to buy food, stone soup will be a fun learning experience that's also good to eat! Give amounts in French, i.e. deux cups raisins, un cup M & M's, etc.

Grades One,
Two, or Three:

1. Numbers 1 and 2 above.

2. Sing Un Kilcmètre à Pied. All the songs will be handled in the same manner. Each one will be played through once for the students to listen. The second time it is done line by line, with a pause after each line for student repetition. The third time it is sung all the way through for the students to sing along. It takes, of course, much repetition for these songs to be learned, so feel free to replay them as often as necessary.

   This particular song is a French marching song, used by children on hikes, at camp, etc. Children should enjoy the actions that go along with it. Be sure and explain the song's meaning in English. Also, if you are studying metrics, by all means discuss their relation to this song (1 mile = 1.6 kilometers).

Tape Script - Kindergarten - Lesson 1

Teacher Instructions	Script	Student Response
Start Tape	Bonjour, classe.	Bonjour.
Cup hands to ears.	Ecoutez:	
Hold up cue cards 1,2,3.	un deux trois un deux trois	
Point to mouth.	Répétez:	
Hold up cue cards.	un deux trois un deux trois	un deux trois un deux trois
	Comptez: un à trois.	
Hold up cue cards.	Un, deux, trois. Un, deux, trois.	Un, deux, trois. Un, deux, trois.
Stop Tape		

Verification: Verify that students know meaning of comptez (count). Hold up cue card for each number and drill them on French number, first as a group, then individually. Next ask individuals to count 1-5 without tape or cards.

ACTIVITY: Hand out sheets of paper with 1, 2, and 3 on them, about 3 of each. Say one of the numbers in French and ask the students with that number to levez-vous. Do likewise for each number.

ACTIVITY: Make stone soup.

Tape Script - Grades 1, 2, or 3 - Lesson 1

Teacher Instructions	Script		Student Response
Start Tape	Bonjour, classe.		Bonjour.
Cup hands to ears.	Ecoutez:	un	
		deux	
Hold up appropriate		trois	
cue card for each		quatre	
number.		cinq	
		un	
		deux	
		trois	
		quatre	
		cinq	
Point to mouth.	Répétez:	un	un
Pause after each number		deux	deux
for student repetition.		trois	trois
Hold up appropriate cue		quatre	quatre
card.		cinq	cinq
		un	un
		deux	deux
		trois	trois
		quatre	quatre
		cinq	cinq
Hold up cue cards.	Comptez:	un à cinq.	
		Un, deux, trois, quatre, cinq.	Un, deux, trois, quatre, cinq.

Stop Tape

Verification: Verify that students know the meaning of comptez (count). Hold up the cue card for each number and drill them on the French, first as a group, then individually. Next ask individuals to count from 1-5 without tape or cards.

ACTIVITY: Sing Un Kilomètre à Pied.

MATERIALS NEEDED FOR LESSON 2

Kindergarten:

1. Cue cards for numbers 1-6 (See Lesson 1 materials list for specifics.)
2. Words for Un Kilomètre à Pied (V-29)

Grades One, Two, or Three:

1. Numbers 1 (for 7-10) and 2 above
2. Bingo and/or lotto cards (Line drawings for many different lotto cards are enclosed. They would be more durable if they were run off on manilla folder-weight cardboard. Then write in the numbers from 1-10 in any order (but different order for each card) and laminate. The children might want to color and decorate the cards.)

LESSON 2 GUIDELINES

Kindergarten:

1. It is important to review what has transpired the lesson before at the beginning of each new lesson. While a small review is often included in each lesson plan or on tape, it would be helpful if the teacher would briefly discuss and/or review and drill the material with the students.

2. In counting, speed is not as important as accuracy. Yet many students, in particular with numbers, have a tendency to speed. Try to keep the counting slower and more accurate.

3. Song: See Lesson 1 Guidelines for Grades 1, 2, or 3.

Grades One, Two, or Three:

1. Numbers 1 and 2 above.

2. Lotto and Bingo: You can use the same cards for both lotto and bingo. With lotto, small groups of children can play together. Each child takes turns drawing a card from a pack and must say that number in French in order to get it and put it on his or her card. The first to fill the card wins. Bingo can be played with the whole class. One person calls the number in French and the children put markers on their cards.

Tape Script - Kindergarten - Lesson 2

Teacher Instructions		Script	Student Response
Start Tape			
	Comptez:	un à trois.	
Hold up cue cards.		Un, deux, trois. Un, deux, trois.	Un, deux, trois. Un, deux, trois.
Point to ears.	Ecoutez:	un deux trois quatre cinq six	
Hold up cue cards 4, 5, 6.		quatre cinq six	
Point to mouth. Hold up cue cards.	Répétez:	quatre cinq six quatre cinq six	quatre cinq six quatre cinq six
Hold up cue cards.	Comptez:	un deux trois quatre cinq six	un deux trois quatre cinq six
Stop Tape			

Verification: Hold up cue cards one at a time and drill students, first as a group, then individually. Next ask individuals to count 1-6 without cards.

ACTIVITY: Sing Un Kilomètre à Pied.

Tape Script - Grades 1, 2, or 3 - Lesson 2

Teacher Instructions	Script		Student Response
Start Tape			
Hold up appropriate cue card for each number.	Répétez:	un	un
		deux	deux
		trois	trois
		quatre	quatre
		cinq	cinq
Hold up appropriate cue card for each number.		un	un
		deux	deux
		trois	trois
		quatre	quatre
		cinq	cinq
	Comptez:	un à cinq.	
		Un, deux, trois, quatre, cinq.	Un, deux, trois, quatre, cinq.
Stop Tape			
Verification: Have students indivudally count from 1-5 without tape.			
Start Tape			
Point to ears. Hold up appropriate cue cards.	Ecoutez:	six	
		sept	
		huit	
		neuf	
		dix	
		six	
		sept	
		huit	
		neuf	
		dix	
Hold up appropriate cue cards	Répétez:	six	six
		sept	sept
		huit	huit
		neuf	neuf
		dix	dix
		six	six
		sept	sept
		huit	huit
		neuf	neuf
		dix	dix

Teacher Instructions	Script		Student Response
Hold up appropriate cue card for each number.	Comptez:	six à dix.	
		Six, sept, huit, neuf, dix.	Six, sept, huit, neuf, dix.
		Six, sept, huit, neuf, dix.	Six, sept, huit, neuf, dix.
	Comptez:	un à dix.	
		Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.	Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.

Stop Tape

Verification:

1. Drill students individually by holding up cue cards and asking for French number.
2. Have students count from 1-10 in French.
3. Divide the class into teams. Give an individual from a team the number in French and ask for the English, or vice versa.

ACTIVITY: Play lotto for small groups.

ACTIVITY: Play bingo for whole class.

ACTIVITY: Sing Un Kilomètre à Pied.

MATERIALS NEEDED FOR LESSON 3

Kindergarten:

1. Cue cards for numbers 1-10
2. Words for song Un Kilomètre à Pied
3. Objects for groupings of 1-10 or pictures of groupings
4. Fishing game (Materials should be colored, cut, laminated, etc.)

Grades One, Two, or Three:

1. Numbers 1 and 4 above
2. Puppets

LESSON 3 GUIDELINES

Kindergarten:

1. The numbers 7-10 (sept, huit, neuf, dix) are usually the most difficult for the students to retain, so concentrate in this lesson on their mastery.

2. Picture Drill: This is to drill the students' knowledge of numbers in French without the number cue card. Have ready to show them either objects or pictures of objects in groupings of 1-10. Then ask the students to give the correct number of items in each group. If food is used, the correct response could earn a tasty reward!

Grades One, Two, or Three:

1. When explaining the meaning of Quel âge as-tu?, try to have students guess the translation by repeating the word âge in French, and point out that numbers are in the answer.

2. The objective in teaching age is to teach the students to (1) give their age in French and (2) ask each other their age. Therefore, it may be necessary to replay the tape with the question Quel âge as-tu? on it. Be sure and have them practice this with each other. Note that the "s" on ans is not pronounced.

3. This lesson introduces reading. The sight method is being used because the amount of reading taught in the whole program is quite limited. You will need to counter students' tendency to read the words as written, as opposed to using the correct pronunciation heard on tape.

Tape Script - Kindergarten - Lesson 3

Teacher Instructions		Script	Student Response
Start Tape	Comptez:	un à six.	
Hold up appropriate cue cards one at a time.		Un, deux, trois, quatre, cinq, six.	Un, deux, trois, quatre, cinq, six.
Cup hands to ears.	Ecoutez:	sept huit neuf dix	
Hold up proper cue cards.		sept huit neuf dix	
Point to mouth.	Répétez:	sept huit neuf dix sept huit neuf dix	sept huit neuf dix sept huit neuf dix
	Comptez:	un à dix.	
Hold up cue cards.		Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.	Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.

Stop Tape

Verification: Hold up cue cards one at a time and drill students, first as a group, then individually. Next ask individuals to count 1-10 without cards or tape.

ACTIVITY: Sing Un Kilomètre à Pied.

ACTIVITY: Do object or picture drill.

ACTIVITY: Play fishing game.

Tape Script - Grades 1, 2, or 3 - Lesson 3

Teacher Instructions	Script	Student Response
Start Tape	Comptez: un à dix.	
	Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.	Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.
Stop Tape		
Verification: Have individuals comptez un à dix until all or most can do it.		
Start Tape		
Use puppets here, if desired.	Ecoutez:	
Pierre to Chantal.	Bonjour, Chantal. Quel âge as-tu? Quel âge as-tu?	
Chantal replies and holds up number 6.	J'ai six ans. J'ai six ans. J'ai six ans. Pierre, quel âge as-tu?	
Pierre replies and holds up number 7.	J'ai sept ans. J'ai sept ans. J'ai sept ans.	
	Classe, répétez: Quel âge as-tu? Quel âge as-tu?	 Quel âge as-tu? Quel âge as-tu?
Hold up number 6.	Répétez: J'ai six ans. J'ai six ans.	J'ai six ans. J'ai six ans.
Hold up number 7.	Répondez: Quel âge as-tu? J'ai sept ans.	 J'ai sept ans.
Stop Tape		
Verification: Explain meaning of Quel âge as-tu? and then drill students individually. Have them answer their correct age, of course (J'ai ans). Then have them ask each other their age.		

Tape Script - Grades 1, 2, or 3 - Lesson 3 - Cont. (2)

Teacher Instructions		Script	Student Response
Start Tape			
Hold up flash card with number written in French each time.	Lisez:	un	un
		deux	deux
		trois	trois
		un	un
		deux	deux
		trois	trois
		deux	deux
		un	un
		trois	trois
Stop Tape			

Verification: Explain meaning of lisez. Drill students first as a group, then individually, holding up the written number flash cards and eliciting the proper response.

ACTIVITY: Play fishing game.

ACTIVITY: Play bingo or lotto.

ACTIVITY: Sing Un Kilomètre à Pied.

MATERIALS NEEDED FOR LESSON 4

Kindergarten:
1. Cue cards for numbers 1-10
2. Bingo game boards and markers or pieces of paper
3. Listening activity sheets (V-1 through V-3)

Grades One, Two, or Three:
1. Written number flash cards for 1-6 (should be colored and laminated)
2. Song Dix Petits Soldats
3. Puppets

LESSON 4 GUIDELINES

Kindergarten:

1. Bingo: Enclosed are line drawings of various bingo boards that can be used. You will need to run them off and make up enough bingo boards for all your students. You can use any combination of numbers from 1-10. If you run them off on some type of cardboard and laminate them with clear contact paper, they are quite durable. Play as for any bingo game. One person reads off the number while the children mark the box with pieces of paper or markers. The child who wins must read off the numbers on his/her paper.

2. Do the listening activity. Students will have the worksheets (V-1 through V-3) in front of them. There are ten exercises (A-J). For each exercise the teacher says one of the three numbers in French. The student circles the number he/she hears. This is to check the oral comprehension of the student.

3. This lesson marks the end of the kindergarten component of this unit. However, feel free at any time to repeat any lesson in whole or part in order to give the class a sound basis and to review any areas that need it.

Grades One, Two, or Three:

1. Review numbers 1-10.

2. Review age.

3. Teach reading of numbers 4-6.

4. Dix Petits Soldats: This is treated as all other songs. You might want to have children hold up their fingers as each number is sung.

Tape Script - Kindergarten - Lesson 4

Teacher Instructions	Script	Student Response
Start Tape	Comptez: un à dix.	
Hold up appropriate cue card.	Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.	Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.

Stop Tape

Verification:

1. Have students practice individually counting from 1-10 without tape or cue cards.
2. Drill them orally by giving to the class a number in English and having them give you the French.
3. Reverse the procedure in number 2, giving the number in French and asking for the English. These procedures can be done in game form by dividing the class into teams and keeping score.

ACTIVITY: Play bingo.

ACTIVITY: Play fishing game.

ACTIVITY: Do listening activity.

Tape Script - Grades 1, 2, or 3 - Lesson 4

Teacher Instructions		Script	Student Response
Start Tape	Comptez:	Un à dix.	
		Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.	Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.
	Let's sing "Dix Petits Soldats."		(Children sing with tape.)
Chantal:	Pierre, quel âge as-tu?		
Pierre:	J'ai sept ans. Quel âge as-tu?		
Chantal:	J'ai six ans.		
	Répétez:	Quel âge as-tu? Quel âge as-tu?	Quel âge as-tu? Quel âge as-tu?
		J'ai six ans. J'ai sept ans.	J'ai six ans. J'ai sept ans.

Stop Tape:

Have students ask each other their age, using correct question and answer. Make it a round-robin; that is, have each student ask the person next to him/her, etc.

Start Tape

Hold up flash card for un.	Lisez:	un	un
Hold up flash card for deux.		deux	deux
Hold up flash card for trois.		trois	trois
Continue holding appropriate flash cards.		un	un
		deux	deux
		trois	trois
		quatre	quatre
		quatre	quatre
		cinq	cinq
		cinq	cinq
		six	six
		six	six

Tape Script - Grades 1, 2, or 3 - Lesson 4 - Cont. (2)

Teacher Instructions	Script	Student Response
Continue holding up appropriate flash cards.	un	un
	deux	deux
	trois	trois
	quatre	quatre
	cinq	cinq
	six	six

Stop Tape

Drill numbers 4, 5, 6, first as a group, then individually. Then add 1-3. Do this without the tape to verify that students are actually reading.

ACTIVITY: Divide class into two teams. Hold up written word for a person from one team. If person reads it correctly, that team gets a point. Team with highest score wins.

ACTIVITY: Play fishing game.

MATERIALS NEEDED FOR LESSON 5

Grades One, Two, or Three:
1. Worksheets V-12 and V-13
2. Written word flash cards for 1-10

LESSON 5 GUIDELINES

Grades One, Two, or Three: Teach written words for numbers 7-10.

Tape Script - Grades 1, 2, or 3 - Lesson 5

Teacher Instructions	Script		Student Response	
Start Tape	Lisez:			
Hold up written word flash cards.	un	un	un	un
	deux	deux	deux	deux
	trois	trois	trois	trois
	quatre	quatre	quatre	quatre
	cinq	cinq	cinq	cinq
	six	six	six	six
	Lisez:			
	sept	sept	sept	sept
	huit	huit	huit	huit
	neuf	neuf	neuf	neuf
	dix	dix	dix	dix
	sept	sept	sept	sept
	huit	huit	huit	huit
	neuf	neuf	neuf	neuf
	dix	dix	dix	dix

Stop Tape

Verification:
1. Hold up each written flash card and have group read it. Concentrate on 7-10, but add the others and mix them up.
2. Drill with each written word individually.
3. Hand the flash cards out to 10 students and then have 10 different students say the numbers one at a time. The student with the corresponding flash card stands when that number is said.

ACTIVITY: Sing Dix Petits Soldats.

ACTIVITY: Do worksheets V-12 and V-13.

ACTIVITY: Play any games done thus far.

MATERIALS NEEDED FOR LESSON 6

Grades One, Two, or Three:

1. Written number flash cards for 1-10
2. Telephones
3. Worksheet V-14

LESSON 6 GUIDELINES

Grades One, Two, or Three:

1. Numéro de téléphone: This is a fun drill that most children like. Many of them do not readily recall their phone numbers. Therefore, it would be easier for them if you have them first write down their phone numbers on a piece of paper. Then have them try to say them in French. (As a cultural note, you may wish to pass on to the children that French phone numbers have 6 digits. They are grouped by 2's and said that way. For example, if the number is 255-6632, in France it would be 25.56.632. It would be given in French as twenty-five, fifty-six, six hundred thirty-two. Of course the French numbers only have 6 digits and would not therefore include a number in the hundreds. Since students at this level do not learn how to count beyond 20, they can give their numbers in single digits.)

2. Role playing with telephones: Most phone companies offer a service free of charge called "teletrainers." These are simply two telephones linked to a control unit which produces ringing signals, dial and busy tones, and amplification of conversation for class evaluation. This would be ideal for practicing phone numbers. There could be a printed list of each child's phone number. As a child dials another number, he/she says it in French. Or two children could be on the line asking each other their phone numbers, with the responses in French being amplified so all could hear. Or, after the desired party is reached, basic conversation from the introductory unit could be practiced (i.e., bonjour, ça va, etc.) For Indiana Bell users, call 317/265-5973 to order the teletrainers. If you do not wish to use teletrainers, play phones will do.

3. Worksheet V-14: Have children write their own phone number in the bottom rectangle on the phone. Then have them write the word for the numbers (numbers 1-9) in the blocks provided. "Zero" in French is zéro (zey-ROH). On a real push-button phone, two buttons are blank.

Tape Script - Grades 1, 2, or 3 - Lesson 6

Teacher Instructions	Script	Student Response
Start Tape		
Hold up appropriate written word flash cards.	Lisez: un	un
	deux	deux
	trois	trois
	quatre	quatre
	cinq	cinq
	six	six
	sept	sept
	huit	huit
	neuf	neuf
	dix	dix
Use Pierre and Chantal. Pierre speaks to Chantal.	Chantal, quel est ton numéro de téléphone?	
Chantal to Pierre. Pierre repeats.	Comment? Quel est ton numéro de téléphone?	
Chantal responds.	Ah! mon téléphone! 255-4432. Quel est ton numéro de téléphone, Pierre?	
Pierre to Chantal.	Mon numéro est 844-3030.	
Stop Tape		

Verify students know what numéro de téléphone means, by asking them what Pierre and Chantal were saying on tape. Next ask them Quel est ton numéro de téléphone? Drill them individually until all or most can give their phone number in French. (See implementation guidelines for more directions.)

ACTIVITY: Do worksheet V-14.

ACTIVITY: Role play with telephones.

MATERIALS NEEDED FOR LESSON 7

Grades One, Two, or Three:
1. Number cue cards for 1-15
2. Telephones
3. Dice, pencils, paper, envelope

LESSON 7 GUIDELINES

Grades One, Two, or Three:

1. Pay particular attention to counting from 11-20, as these always seem to give students more difficulty. Point out to the students the similarity between the sound of douze (dooz) and the English word "dozen," which also means twelve. Note, also, that most students have a tendency to pronounce onze, douze, treize like un, deux, trois, and try to correct this.

2. "Cross Out": This is a game that enables the student to practice the numbers from 1-12 orally. It can be played by 2-6 players; therefore, it is a good learning center activity. An envelope containing dice, directions and other needed materials can be hung on the activity board. Each player writes the numbers 1-12 on a piece of paper. Each student takes a turn at rolling dice, totals the number that comes up, says it out loud in French and then crosses that number off his or her list. If a player rolls a double number, he or she gets an extra turn. The first player to cross all the numbers off the list is the winner. If a number is rolled that the player already has crossed off, he or she has no play that turn. This can be adapted later as a reading exercise, once the students have learned to read the numbers 1-12. All that need be done is instead of writing the numbers in numerals, they can be written in word form. This game also provides math practice and reinforcement.

Tape Script - Grades 1, 2, or 3 - Lesson 7

Teacher Instructions	Script	Student Response
Hold up appropriate number cue card.	Ecoutez: onze douze treize quatorze quinze	
	Ecoutez: onze douze treize quatorze quinze	

Tape Script - Grades 1, 2, or 3 - Cont. (2)

Teacher Instructions	Script		Student Response
Hold up appropriate cue card.	Répétez:	onze	onze
		douze	douze
		treize	treize
		quatorze	quatorze
		quinze	quinze
		onze	onze
		douze	douze
		treize	treize
		quatorze	quatorze
		quinze	quinze
		quatorze	quatorze
		douze	douze
		onze	onze
		treize	treize
		quinze	quinze

Stop Tape

Verification: Verify the numbers by drilling the class as a whole, then individually. Hold up a number cue card (11-15) and ask Qu'est-ce que c'est? After drilling 11-15, go back and include 1-10.

ACTIVITY: Review numéro de téléphone.

ACTIVITY: Role play with telephones.

ACTIVITY: Play "Cross Out" game.

MATERIALS NEEDED FOR LESSON 8

Grades One, Two, or Three: Number cue cards for 1-20

LESSON 8 GUIDELINES

Grades One, Two, or Three:

1. The goal in this lesson is to get the students to orally count from 1-20.

2. zût (zewt): This is a French adaptation of "Buzz." The students count off in order, starting from 1 and going to 20. This is done in French. The students whose turn it is to say 7, 14, 17 (multiples of 7 or numbers with 7 in them) must say zût or they are out of the game. (It's usually easier and you have better attention if you start all students standing up; then when a student misses a number, he or she must sit.) You can change the number to be replaced.

3. Have the students practice counting in French by 2's, 3's, 5's, etc.

Tape Script - Grades 1, 2, or 3 - Lesson 8

Teacher Instructions	Script		Student Response
Start Tape			
Hold appropriate number cue card.	Répétez:	onze	onze
		douze	douze
		treize	treize
		quatorze	quatorze
		quinze	quinze
		onze	onze
		douze	douze
		treize	treize
		quatorze	quatorze
		quinze	quinze
	Ecoutez:	seize	
		dix-sept	
		dix-huit	
		dix-neuf	
		vingt	
		seize	
		dix-sept	
		dix-huit	
		dix-neuf	
		vingt	

Teacher Instructions		Script	Student Response
	Répétez:	seize	seize
		dix-sept	dix-sept
		dix-huit	dix-huit
		dix-neuf	dix-neuf
		vingt	vingt
		seize	seize
		dix-sept	dix-sept
		dix-huit	dix-huit
		dix-neuf	dix-neuf
		vingt	vingt
		seize	seize
		dix-sept	dix-sept
		dix-huit	dix-huit
		dix-neuf	dix-neuf
		vingt	vingt
		douze	douze
		quinze	quinze
		onze	onze
		seize	seize
		quatorze	quatorze
		treize	treize
		vingt	vingt
		dix-sept	dix-sept
		dix-neuf	dix-neuf
		dix-huit	dix-huit

Stop Tape

Verification:

1. Drill the numbers 16-20 with the class as a whole, then with individuals. Mix up the order of the numbers.
2. Next drill by adding 11-15 and use the same procedures.

Start Tape

Comptez:	once à vingt.	
	Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.	Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.

Teacher Instructions	Script	Student Response
	Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.	Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.

Stop Tape

Verification: Tell the students Comptez onze à vingt. Have as many individuals as possible count from 11 to 20.

ACTIVITY: Review again numéro de téléphone.

ACTIVITY: Play Zût.

ACTIVITY: Count in French by 2's, 3's, 5's, etc.

MATERIALS NEEDED FOR LESSON 9

Grades One, Two, or Three:

1. Instructions and worksheets for two taped activities
2. Cue cards for numbers 1-20

LESSON 9 GUIDELINES

Grades One, Two, or Three:

1. The object is to have as many students as possible count orally from 1-20 in French. Pay particular attention to the last 10 numbers (11-20), as these give more difficulty.

2. Taped Activity I: This is to test the students' aural comprehension of the numbers 1-20. That is, the students will be asked to listen to a series of numbers in French. They must write down the numeral of that number.

3. Taped Activity II: This is intended to help reinforce the students' knowledge of the numbers and their pronunciation of them. In most of the 10 items they need only give the next number in the sequence. In others they need to determine what the sequence is, i.e., counting by 2's, or backwards, or by 5's. There is additional time allotted on the tape for pausing. These exercises can be repeated until the students get proficient. This type of activity can be done with the class as a whole or can be used as a learning center activity. Simply tape the oral portion on an individual cassette and place the cassette with directions in an envelope.

Tape Script - Grades 1, 2, or 3 - Lesson 9

Teacher Instructions	Script	Student Response
Start Tape		
Hold up appropriate cue cards.	Comptez: un à vingt.	
	Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.	Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.

Teacher Instructions	Script		Student Response
Hold up appropriate cue card.	Répétez:	dix-sept	dix-sept
		dix-huit	dix-huit
		dix-neuf	dix-neuf
		vingt	vingt
		dix-sept	dix-sept
		dix-huit	dix-huit
		dix-neuf	dix-neuf
		vingt	vingt
Hold up appropriate cue card.	Répétez:	dix-huit	dix-huit
		vingt	vingt
		dix-sept	dix-sept
		dix-neuf	dix-neuf

Stop Tape

Verification: Hold up cue card and ask a student to give the number in French. Drill with this until most or all know these numbers. If you feel they are ready, mix up the numbers. Finally, ask students Comptez un à vingt until many can count 1-20.

ACTIVITY: Play Zût.

ACTIVITY: Do two exercises on tape.

Taped Activity I

Directions: The student will hear the number orally in French. On a piece of paper before him/her, the student will write the numeral of the number he/she has heard.

Tape	Student Response (written)
You will hear ten numbers in French. On the paper before you, write that number.	
1. douze	12
2. sept	7
3. dix-huit	18
4. vingt	20
5. trois	3
6. quinze	15
7. six	6
8. quatorze	14
9. un	1
10. seize	16

Taped Activity II

Directions: The students will hear a series of numbers for each activity. Their task will be to provide orally the correct number in that sequence.

EXAMPLE: The students will hear: deux, quatre, six. The correct response is huit. There will be a pause for the students to give the answer, and then the correct response will be provided.

Start Tape

	Tape Script	Student Response	Answer
1.	Un, deux, trois, quatre,	_____.	(cinq)
2.	dix-sept, dix-huit, dix-neuf,	_____.	(vingt)
3.	deux, quatre,	_____.	(six) °
4.	onze, douze, treize,	_____.	(quatorze)
5.	sept, huit, neuf,	_____.	(dix)
6.	quinze, seize, dix-sept,	_____.	(dix-huit)
7.	dix, neuf, huit,	_____.	(sept) °
8.	cinq, dix,	_____	(quinze) °
9.	quatre, trois, deux,	_____.	(un) °
10.	huit, neuf, dix,	_____.	(onze)

Stop Tape

°Might provide increased difficulty (therefore a longer pause on tape).

MATERIALS NEEDED FOR LESSON 10

Grades One, Two, or Three:
1. Dice, pencils, paper, envelope
2. Written word flash cards for numbers 11-13

LESSON 10 GUIDELINES

Grades One, Two, or Three:

1. Goal is to learn to read the numbers 11-13 in French.

2. "Cross Out": This game, first introduced in lesson 7, can be adapted to practice writing and reading numbers 1-12. Directions are the same as before except that where the players wrote the numerals on a piece of paper, they can write the word for each number.

Tape Script - Grades 1, 2, or 3 - Lesson 10

Teacher Instructions	Script		Student Response
Hold up written flash card.	Ecoutez:	onze douze treize	
		onze douze treize	
	Lisez:	onze douze treize	onze douze treize
		onze douze treize	onze douze treize
		douze onze treize	douze onze treize

Stop Tape

Verification: Drill students' reading of flash cards by holding up the various written word cards and asking lisez. You can drill first as a group, then individually.

ACTIVITY: Play "Cross Out."

MATERIALS NEEDED FOR LESSON 11

Grades One, Two, or Three: Written word flash cards for numbers 1-16

LESSON 11 GUIDELINES

Grades One, Two, or Three: Goal is to learn to read the numbers 14-16;

Tape Script - Grades 1,2, or 3 - Lesson 11

Teacher Instructions		Script	Student Response
Hold up appropriate written word flash card.	Lisez:	un	un
		deux	deux
		trois	trois
		quatre	quatre
		cinq	cinq
		six	six
		sept	sept
		huit	huit
		neuf	neuf
		dix	dix
		onze	onze
		douze	douze
		treize	treize
	Lisez:	douze	douze
		onze	onze
		treize	treize
	Ecoutez:	quatorze	
		quatorze	
	Lisez:	quatorze	quatorze
		quatorze	quatorze
	Ecoutez:	quinze	
		quinze	
	Lisez:	quinze	quinze
		quinze	quinze
		quatorze	quatorze
		quinze	quinze
	Ecoutez:	seize	
		seize	

Teacher Instructions	Script		Student Response
	Lisez:	seize	seize
		seize	seize
		quinze	quinze
		seize	seize
		quatorze	quatorze

Stop Tape

Verification: Drill students' reading of flash cards by holding up the various written word cards and asking lisez. Drill first as a group, then individually.

ACTIVITY: Repeat any game or learning activity done thus far.

MATERIALS NEEDED FOR LESSON 12

Grades One, Two, or Three:

1. Written word flash cards for numbers 1-20
2. Dice, pencils, paper, envelope
3. Worksheets V-15 through V-17
4. Materials for "Black Lagoon" game (V-18 through V-23)

LESSON 12 GUIDELINES

Grades One, Two, or Three:

1. Teach reading of the numbers 17-20.

2. Play "Cross Out" and "Black Lagoon."

3. Do worksheets V-15 through V-17. These may be done in class with the group or may be put in a learning center for the students to do on their own.

4. When teaching dix-sept, dix-huit, dix-neuf, you may want to explain or point out the fact that numbers 17, 18, and 19 are merely a combination of 10 and 7, 10 and 8, and 10 and 9 with a hyphen between.

5. Taped oral and written exercise (see V-11): This can be either a group activity or a learning center activity.

Tape Script - Grades 1, 2, or 3 - Lesson 12

Teacher Instructions	Script		Student Response
Start Tape			
Hold up appropriate written word flash card.	Lisez:	un	un
		dix	dix
		onze	onze
		huit	huit
		cinq	cinq
		deux	deux
		sept	sept
		quatre	quatre
		douze	douze
		six	six
		quinze	quinze
		treize	treize
		trois	trois
		neuf	neuf
		quatorze	quatorze
		seize	seize

Tape Script - Grades 1, 2, or 3 - Lesson 12 - Cont. (2)

Teacher Instructions	Script		Student Response
Start Tape Hold up appropriate written word flash card.	Ecoutez:	dix-sept dix-huit dix-neuf vingt	
		dix-sept dix-huit dix-neuf vingt	
	Lisez:	dix-sept dix-huit dix-neuf vingt	dix-sept dix-huit dix-neuf vingt
		dix-neuf dix-sept vingt dix-huit	dix-neuf dix-sept vingt dix-huit

Stop Tape

Verification: Drill students' reading of flash cards by holding up the various written word cards and asking lisez. Drill first as a group, then individually.

ACTIVITY: Play "Cross Out."

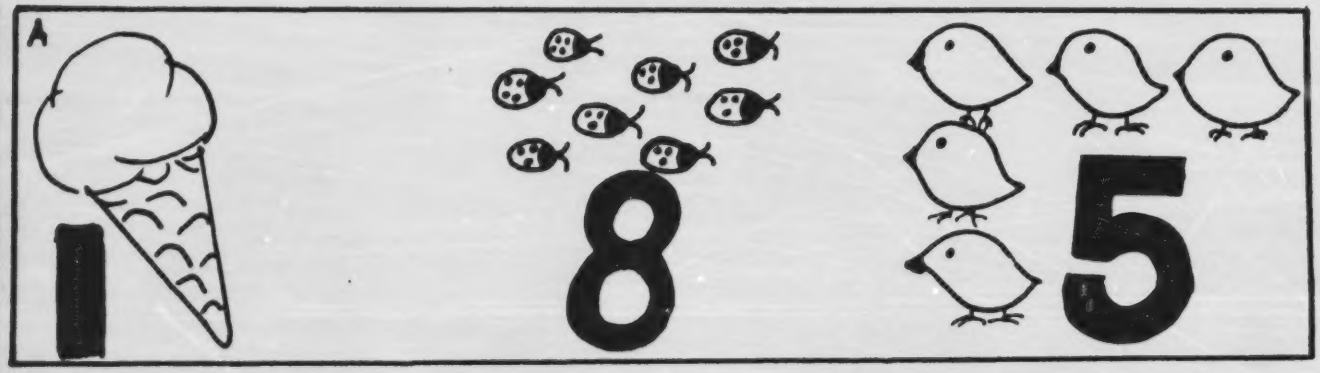
ACTIVITY: Play "Black Lagoon."

ACTIVITY: Do worksheets V-15 through V-17.

ACTIVITY: Do matching oral and written exercise: The students will hear a number on tape. There are 11 exercises. The student must put an X in the box next to the number he or she hears. THIS IS NOT A TEST IN ORDER TO GRADE THE STUDENTS. This is simply a device for you to know if indeed the students are learning to correlate what they hear with the written word.

Correct answers:

1. douze
2. onze
3. six
4. sept
5. treize
6. quatre
7. cinq
8. deux
9. dix-neuf
10. vingt
11. dix-sept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B
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C
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D
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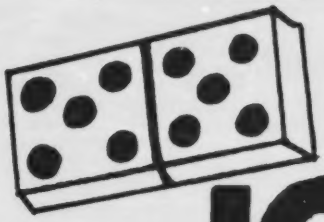
2

E

2



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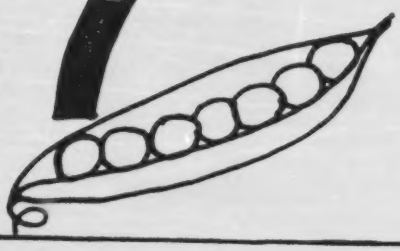

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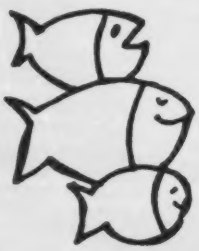

2

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1

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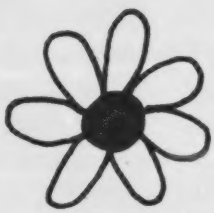

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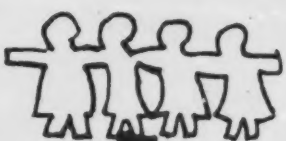
H

6



4

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I
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7

J
4
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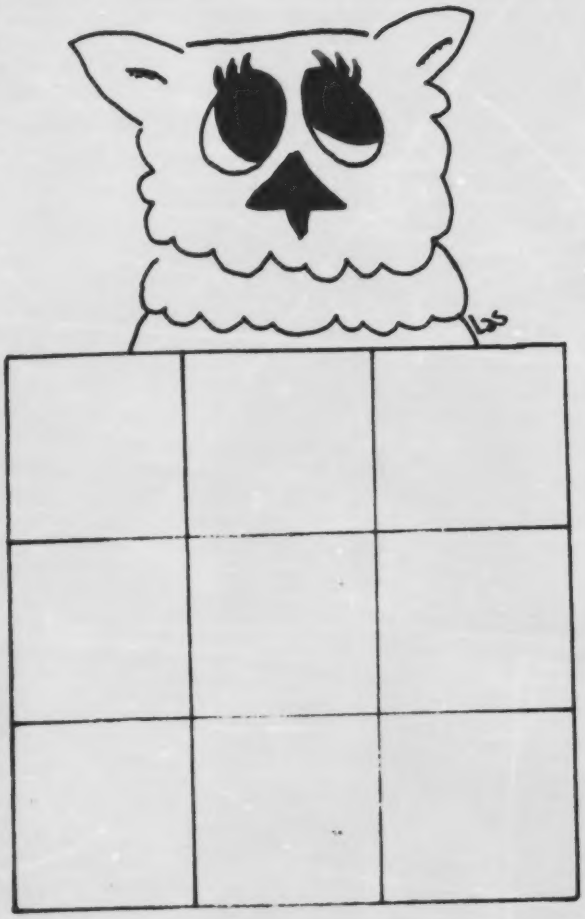
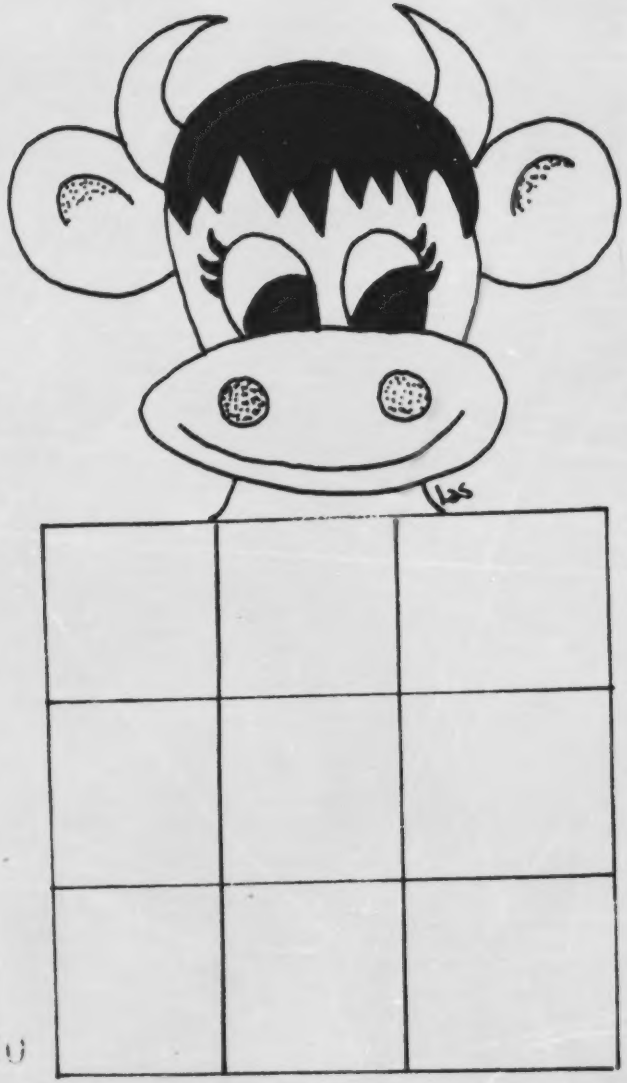
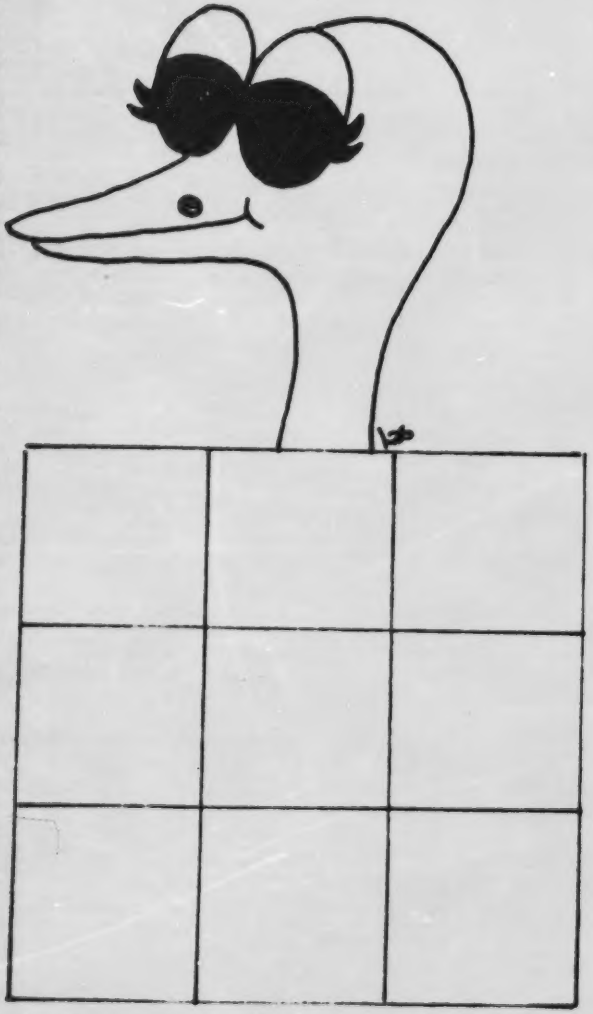
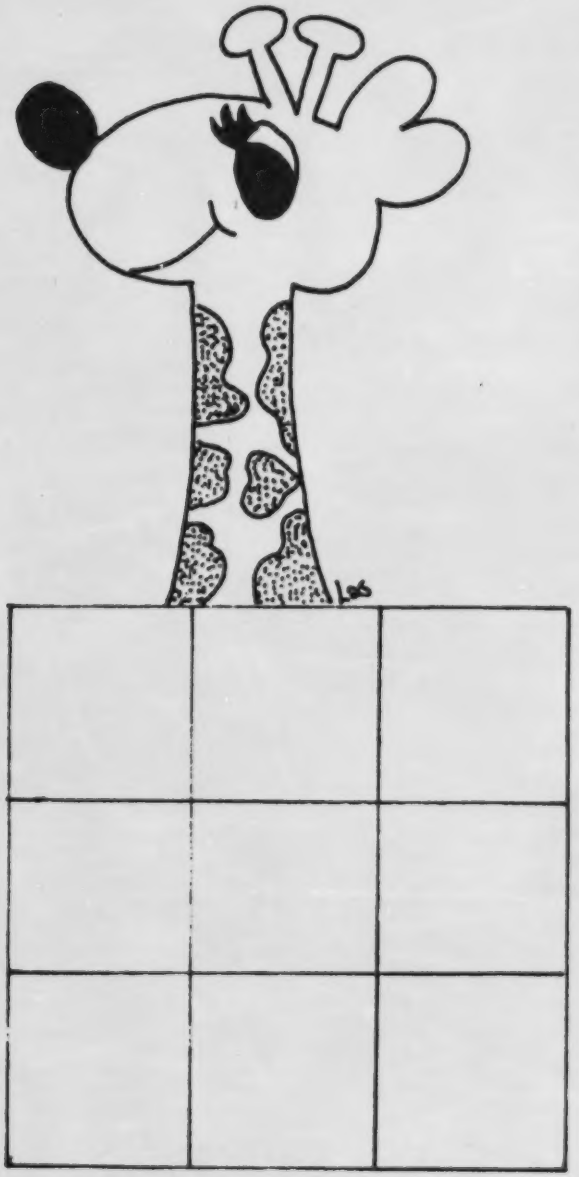
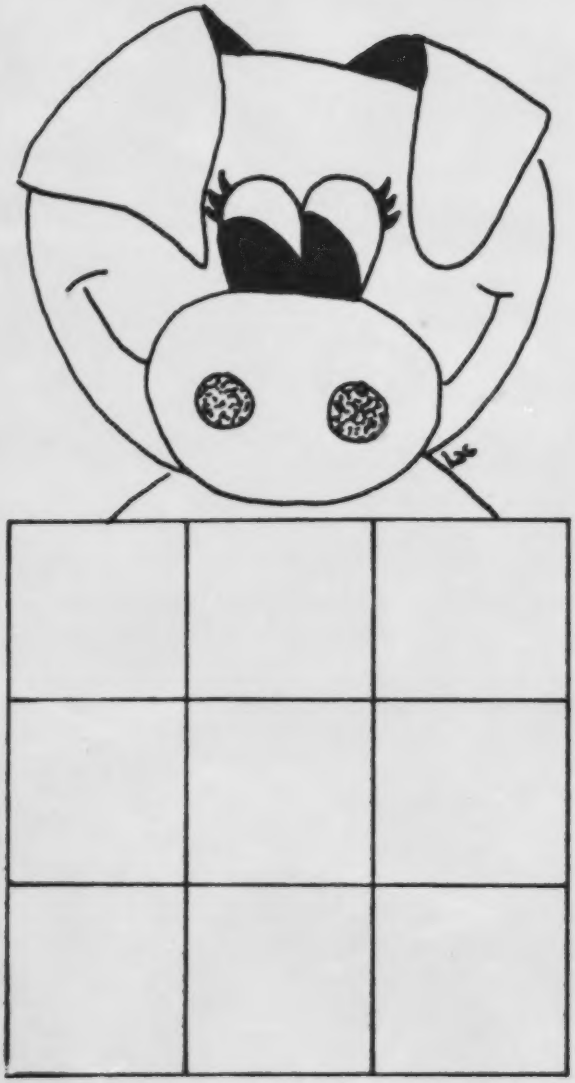
1

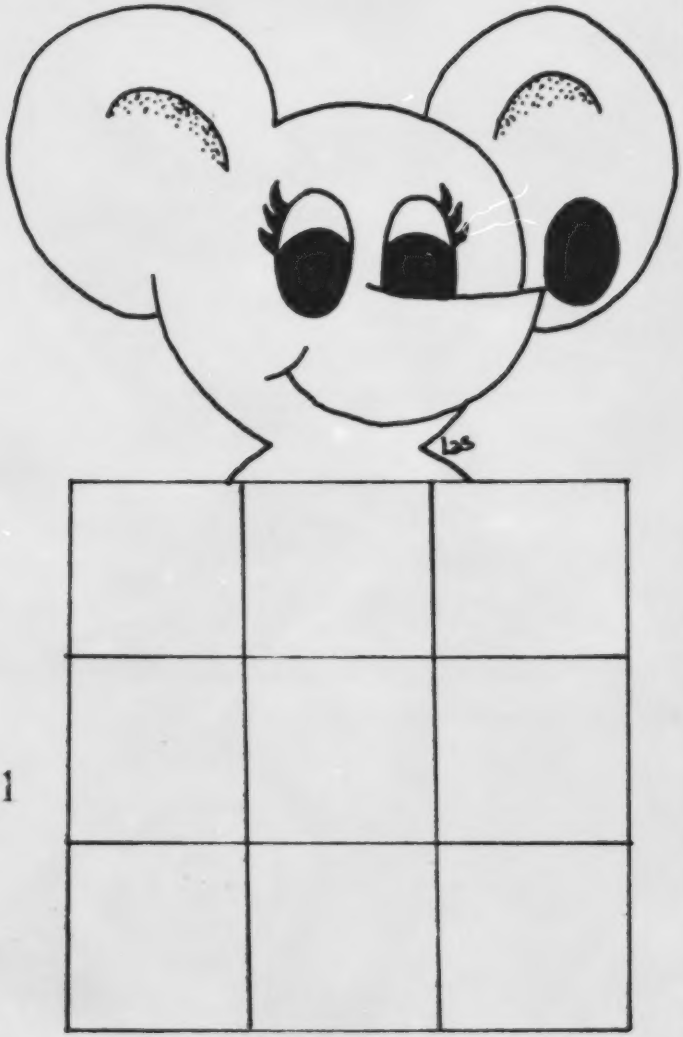












Directions - Fishing for Numbers Game

Materials Needed - 10 cardboard fish (included in Kit)
string
1 magnet
10 paper clips
scissors
clear contact paper
crayons or colored markers
2 or 3 foot dowel rod

1. Color fish (one for each number 1-10).

2. Cover fish with clear contact paper and cut them out.

3. Attach a paper clip to each fish.

4. Attach a piece of string to a dowel rod and attach a magnet to the end of the string.

5. Have children "fish" for the numbered fish with the dowel rod. The child must say the number in French in order to keep the fish. The child with the most fish wins. This is good for 2 or 3 players. To eliminate competition, throw the fish back in and just take turns fishing.

6. This can be self-contained in an envelope at a learning center, with the directions printed on the envelope for the children, if they can read, or can be explained once or twice by the teacher at the beginning.

6
7
8
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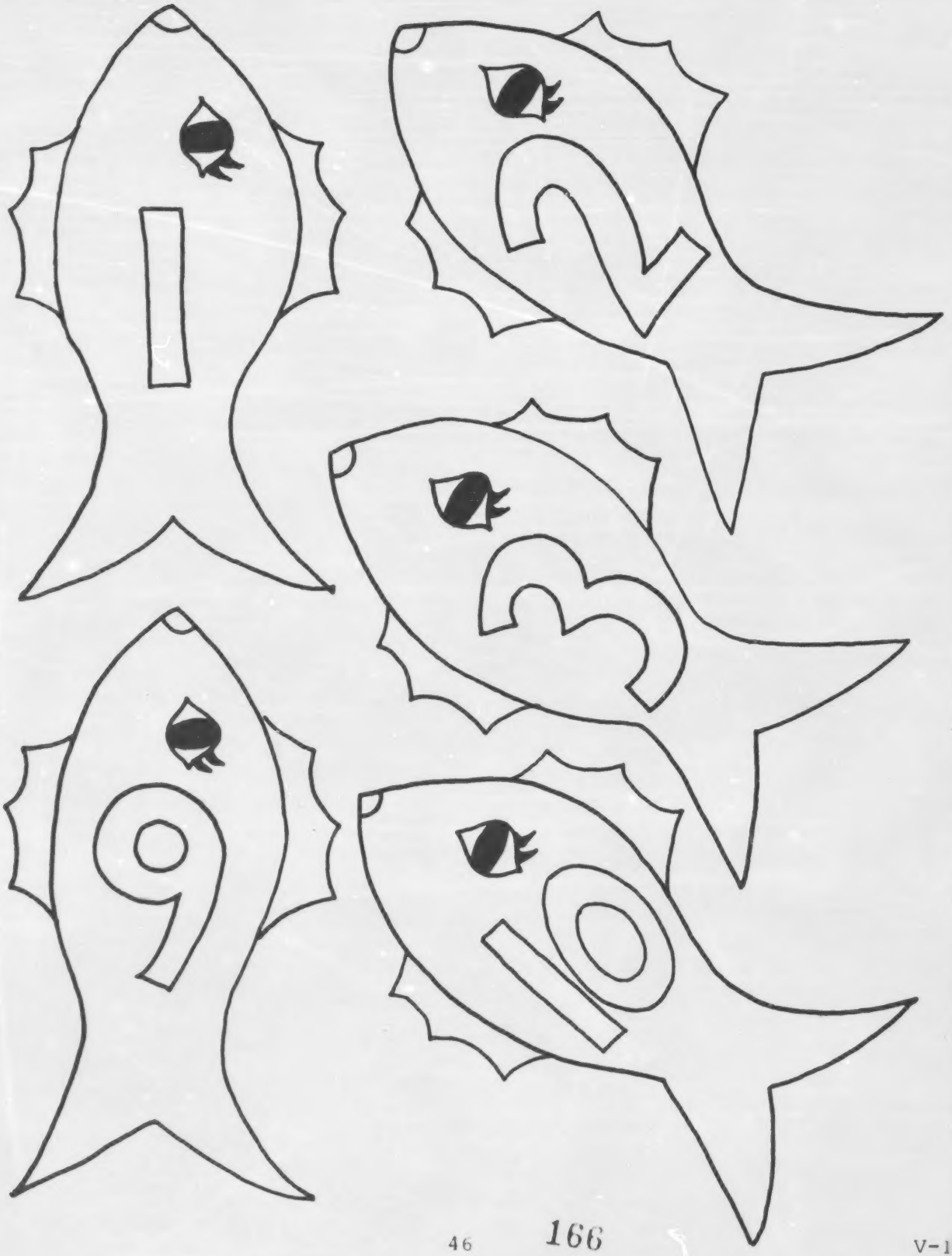
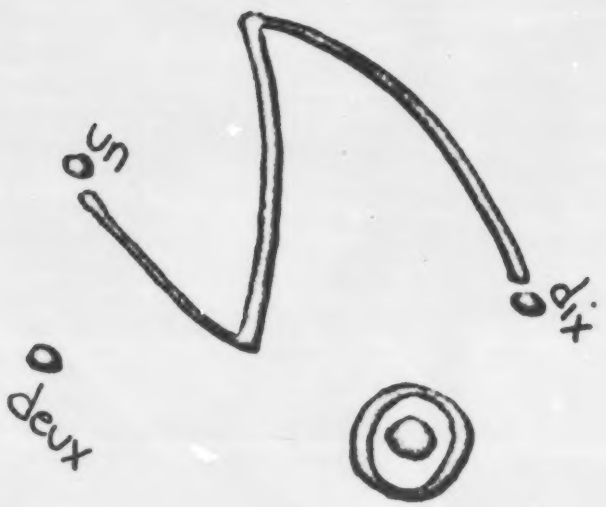

1
2
3
9
10

Nom _____

1. dix	☐	douze	☐	deux	☐
2. vingt	☐	un	☐	onze	☐
3. seize	☐	treize	☐	six	☐
4. sept	☐	dix-sept	☐	dix	☐
5. trois	☐	huit	☐	treize	☐
6. quatre	☐	quatorze	☐	douze	☐
7. quinze	☐	neuf	☐	cinq	☐
8. douze	☐	onze	☐	deux	☐
9. neuf	☐	dix-neuf	☐	seize	☐
10. cinq	☐	vingt	☐	un	☐
11. dix-sept	☐	deux	☐	dix-huit	☐

Connect the dots. Nom_____



neuf

trois

huit

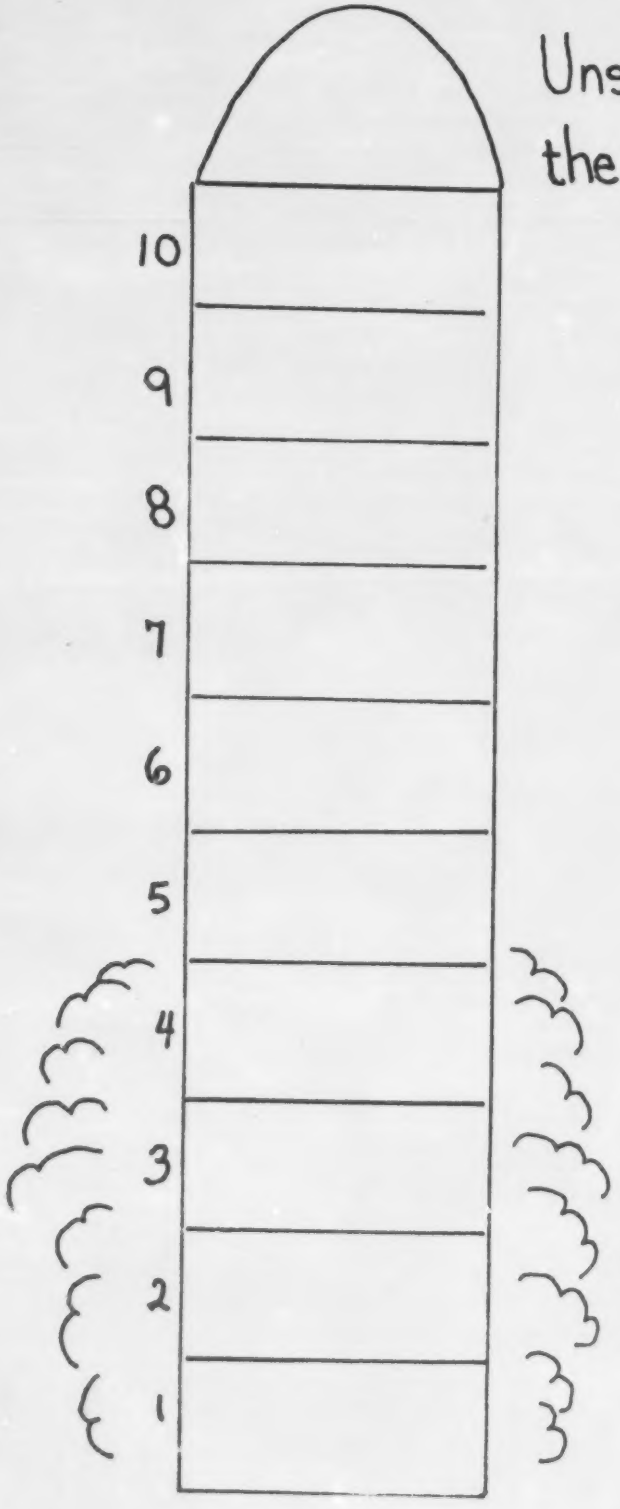
sept

six

quatre

cinq

Nom _____



Unscramble and complete the rocket for "lift-off"!

uenf

sitor

qinc

ixd

dxue

tesp

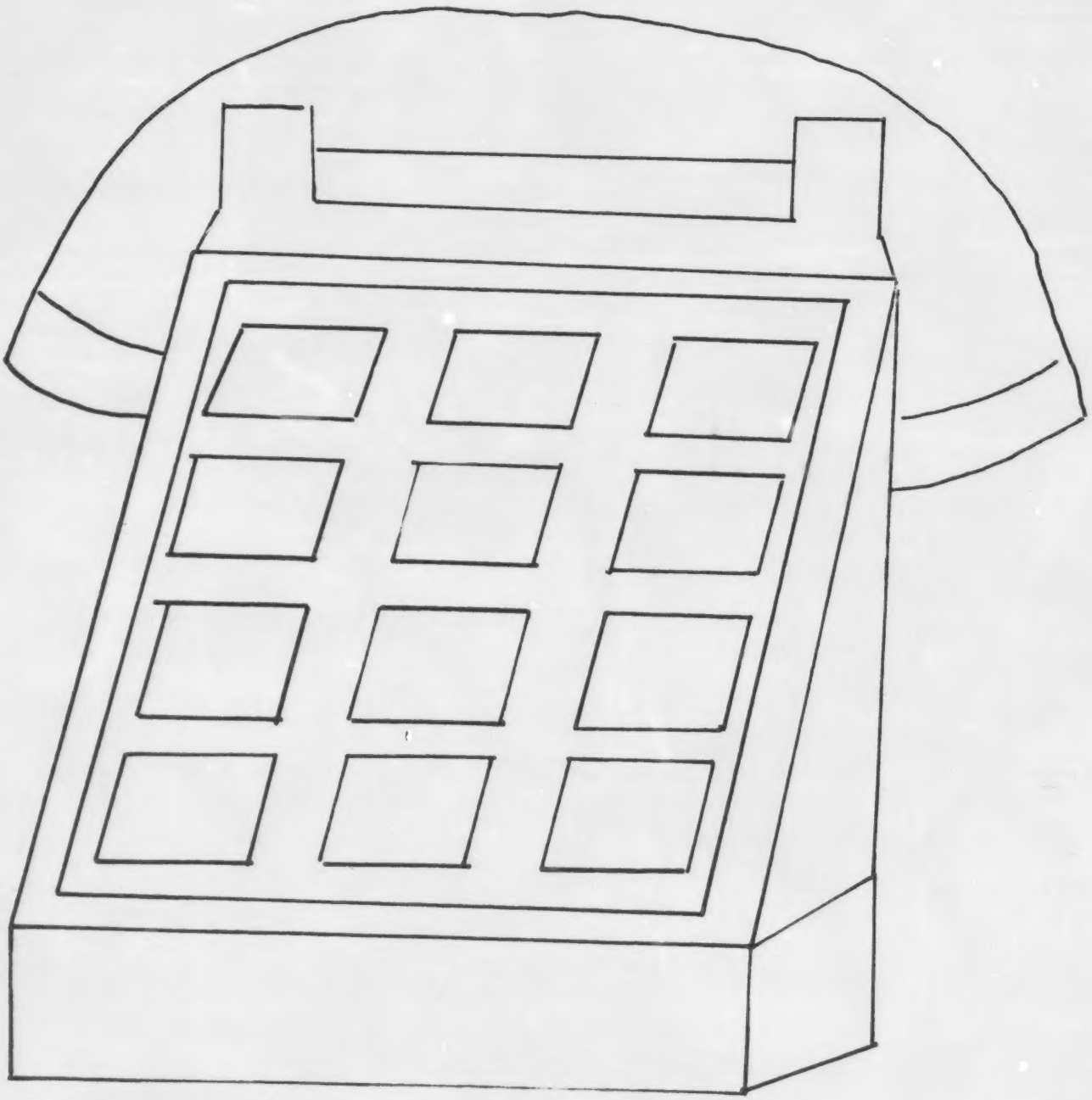
nu

utareq

xsi

thiu

Nom_____



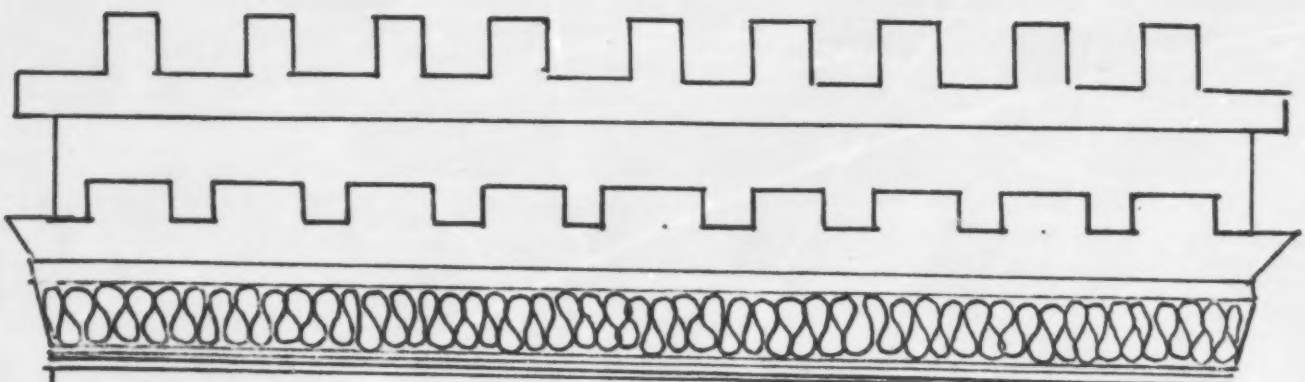
Nom _____

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

sept	quatre	dix-neuf	dix-huit
vingt	douze	neuf	treize
huit	dix	seize	trois
quatorze	cinq	quinze	six
un	onze	deux	dix-sept

Employez ces mots.

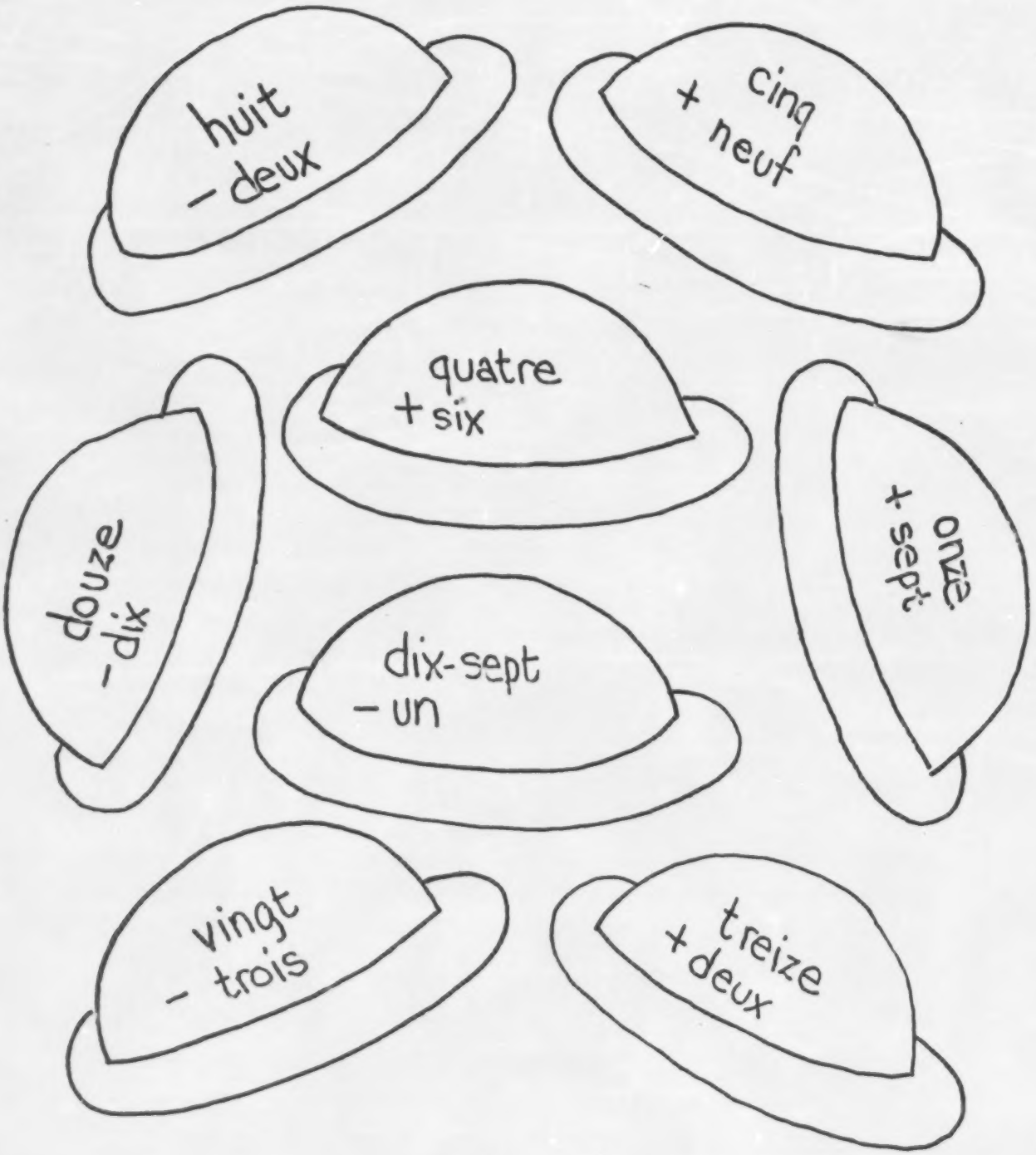
Nom _____



Remplacez le tiret.

1. deux, quatre _____ huit
2. treize, quinze, _____ dix-neuf
3. trois, six, _____ douze
4. vingt, dix-huit, _____ quatorze
5. cinq, dix, _____ vingt
6. seize, quinze, _____ treize

Nom _____


huit
- deux
cinq
+ neuf
quatre
+ six
douze
- dix
onze
+ sept
dix-sept
- un
vingt
- trois
treize
+ deux

Directions for Making "Black Lagoon"

1. Color each square with a number in it with a different color.
2. Decorate the cover, if you wish.
3. Attach envelope to back.
4. Laminate the entire game board with plastic contact paper.
5. Make 2 decks of "cards" out of the enclosed sheets with the written numbers by cutting on the dotted lines and then laminating the "cards."
6. Place "cards" in envelope.
7. Individual student markers can be either commercially bought markers from another game or small pieces of cardboard laminated with contact paper for durability.
8. Game is suitable for placement in a learning center.

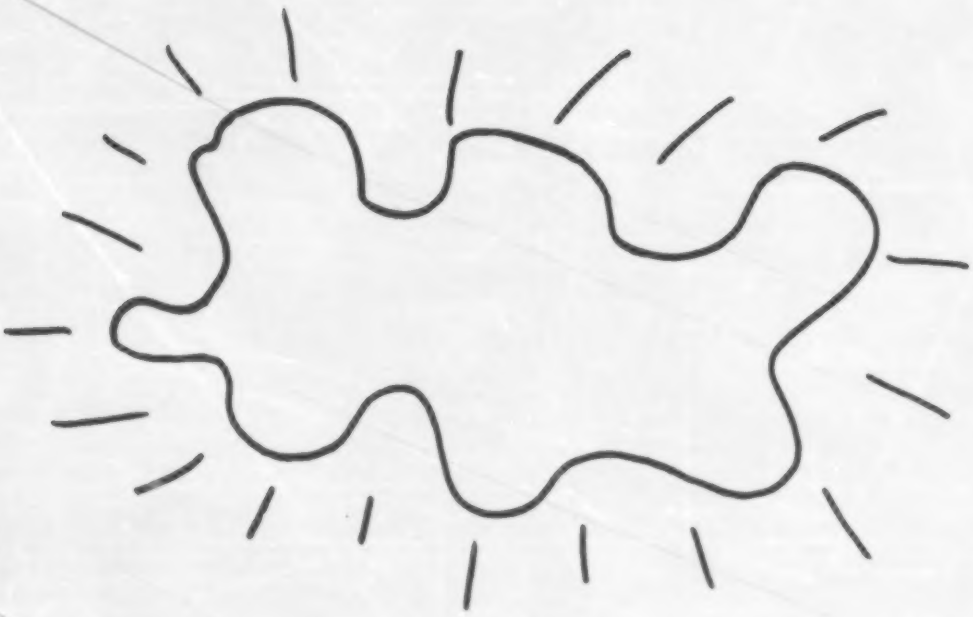
Directions on How To Play "Black Lagoon"

1. First player picks a card from the deck and reads that number in French.
2. Player then moves his/her marker to the first square with that number.
3. Each player, in turn, draws a card, reads it, and moves his/her marker.
4. At the end of the squares, to move the marker onto the Black Lagoon, each player must first draw a Black Lagoon card.
5. If during the playing, a player picks a Black Lagoon card before reaching the end of the squares, he/she puts it back and has <u>no play</u> that turn.
6. First player to land on the Black Lagoon wins.

Enter...

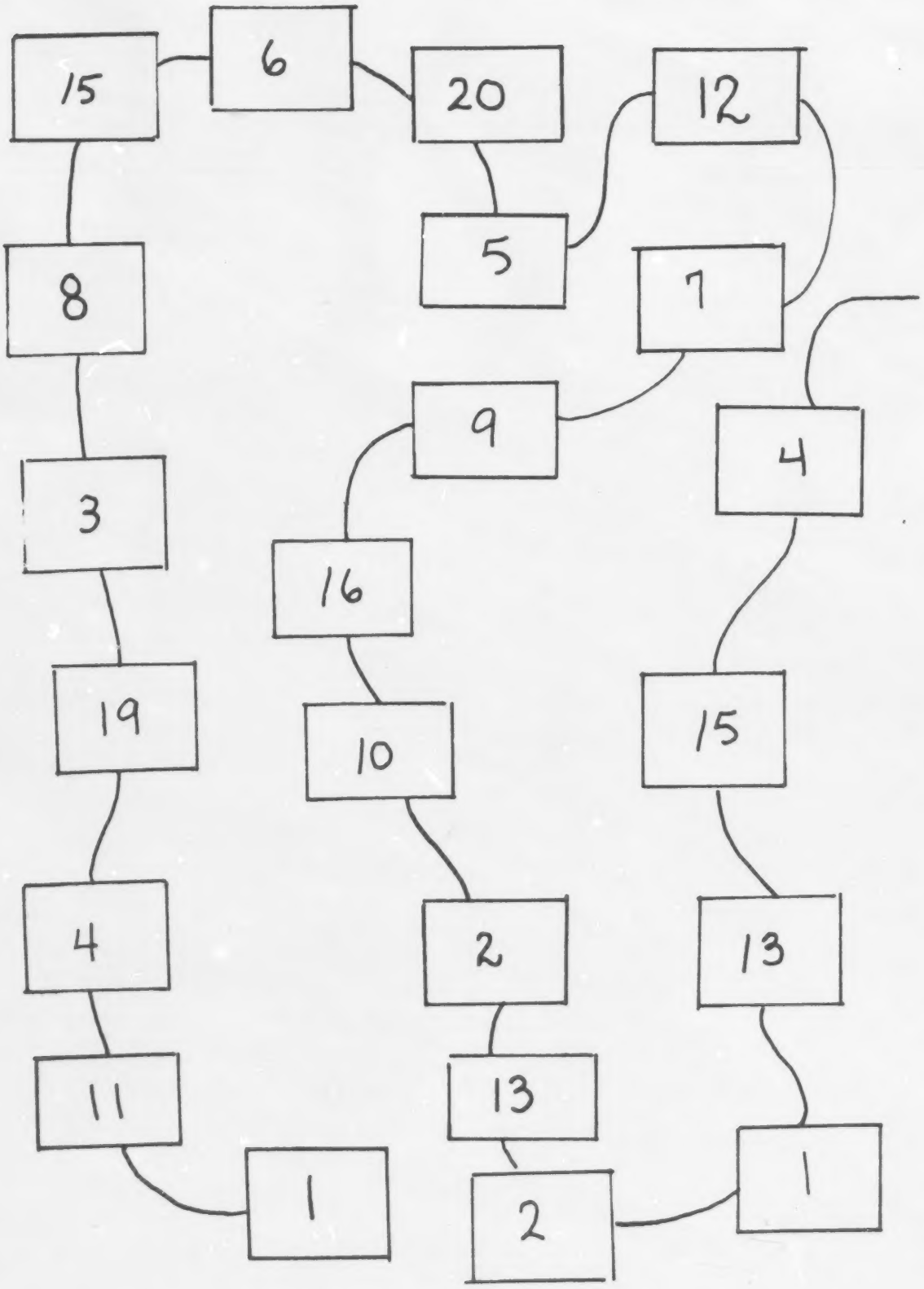
the

Black Lagoon!



un	cinq	neuf
deux	six	dix
trois	sept	onze
quatre	huit	douze

treize	dix-sept	
quatorze	dix-huit	
quinze	dix-neuf	
seize	vingt	


15
6
20
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11
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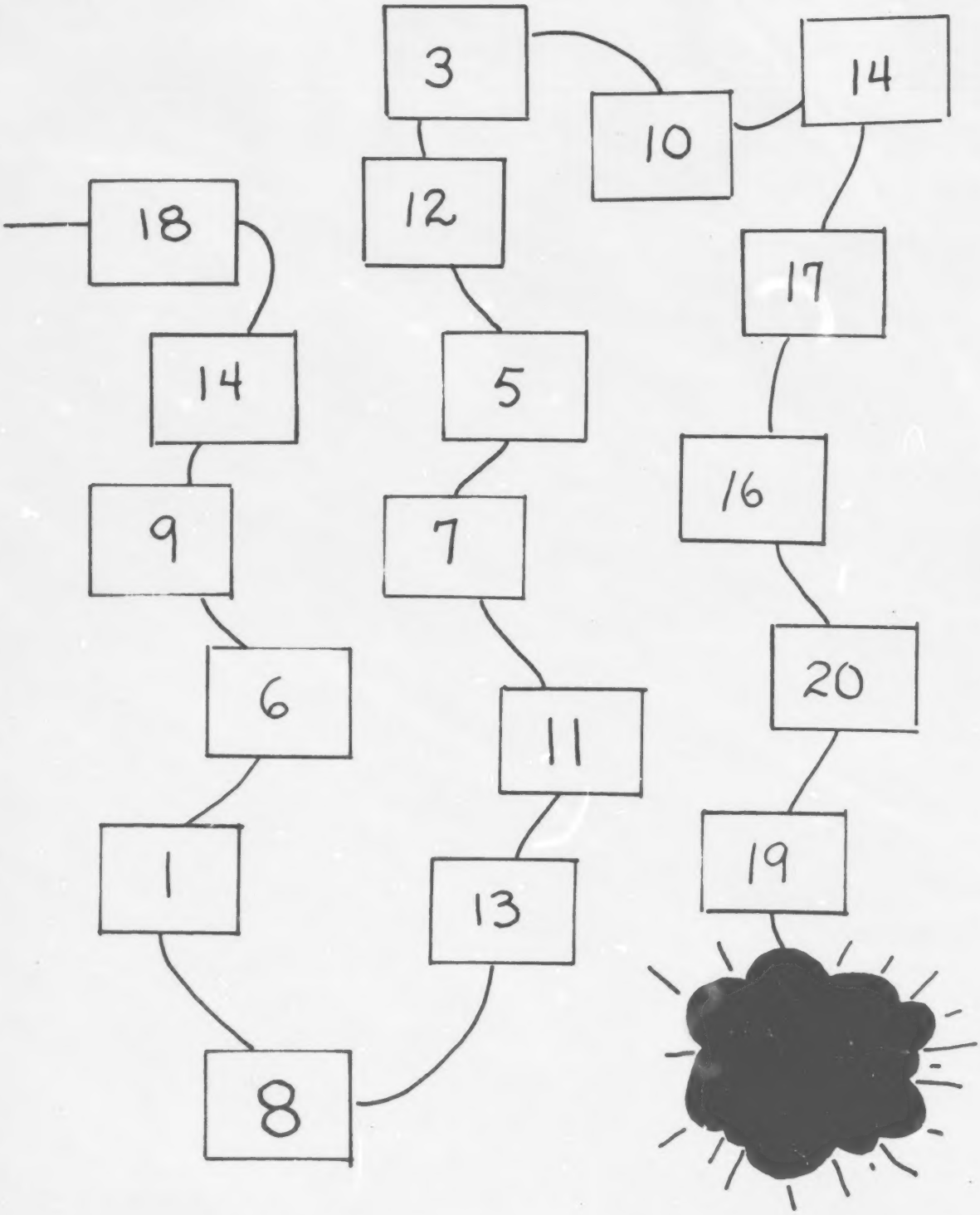
1


3
14
10
12
18
17
14
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9
7
20
6
11
1
19
13
8

un

deux

trois

quatre

cinq

six

sept

huit

neuf

dix

onze

douze

treize

quatorze

quinze

seize

dix-sept

dix-huit

dix-neuf

vingt

Words and Actions for Un Kilomètre à Pied

Un kilomètre à pied, ça use, ça use.

Un kilomètre à pied, ça use les souliers.

Deux kilomètre à pied, etc.

Trois kilomètres à pied, etc.

Quatre kilomètres à pied, etc.

Cinq kilomètres à pied, etc.

One kilometer on foot wears out, wears out.

One kilometer on foot wears out your shoes;

Marching briskly and swinging arms.

Marching but not swinging arms.

Dragging feet.

Dragging feet, knee bent, hand on knee.

Words for Dix Petits Soldats

(to the tune of "Ten Little Indians")

Un petit, deux petits, trois petits soldats,
Quatre petits, cinq petits, six petits soldats,
Sept petits, huit petits, neuf petits soldats,
Dix petits soldats là!

One little, two little, three little soldiers,
Four little, five little, six little soldiers,
Seven little, eight little, nine little soldiers,
Ten little soldiers there.

Dix petits, neuf petits, huit petits soldats,
Sept petits, six petits, cinq petits soldats,
Quatre petits, trois petits, deux petits soldats,
Un petit soldat là!

Ten little, nine little, eight little soldiers,
Seven little, six little, five little soldiers,
Four little, three little, two little soldiers,
One little soldier there.

Body / Clothing in French

Division of Curriculum
Indiana Department of Public Instruction
Harold H. Negley, Superintendent
April 1981

Preface

These materials are designed for use and implementation by the elementary (K-3) classroom teacher. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. Because they are designed to be used by teachers who may not have had any background in the foreign language, the core of each lesson (tape script) is highly structured. The teacher, however, should feel free to adapt the tape script to meet the needs, interests, and abilities of his/her students. Foreign language learning does require a certain amount of repetition in order to acquire the oral skills of listening and speaking. However, if a tape script becomes too repetitive or if more repetition is needed, the teacher should feel free to omit or repeat sections of the tape script as needed. The ultimate decision on the method of presentation should be the teacher's, based on the developmental level and readiness of the children in the class.

These materials have been organized into units and each unit is divided into lessons. In each lesson there are two "levels" of material, one specifically designed for kindergarten and one for grades 1, 2, or 3. If it is felt that the materials designed for grades 1, 2, or 3 would be more appropriate for a kindergarten class or vice versa, the teacher should use those materials he/she feels would best meet his/her needs and the needs of the pupils.

In addition to the teaching guidelines and tape scripts, other visual and worksheet-type materials are included in each unit. All of the visuals in these materials will lend themselves to the making of overhead transparencies via a photocopy process or the production of electronically made ditto masters. Neither of these efforts will damage the materials.

Should teachers want to use only a part of a page for an overhead transparency or a ditto master, good quality photocopies will often serve as masters or originals. Using a photocopy in this way permits the teacher to "cut and paste" visuals as he/she desires, leaving the set of materials intact.

Teachers preferring to make posters or desiring to enlarge the visuals in the materials can do so by utilizing an opaque projector. The piece of posterboard or a large piece of construction paper can be "tacked" to the wall with masking tape. The image can be traced in pencil. When the outline is completed, the whole can be finished using felt markers or crayons.

In reproducing visual aids other than overhead transparencies (posters, flashcards), the teacher should use paper with enough "body" to stand up to repeated handling (posterboard, construction paper) and make bold lines which will "carry" to all parts of the class and can be easily seen.

Teachers should feel free to replace visuals in these materials with those they already have. If there are boy and girl puppets available, they may be used. If a teacher has visuals for the teaching of the colors or articles of clothing, those may be used.

Teachers also should not forget the possibility of putting up teaching bulletin boards--displays using items and pictures which can be pointed to in conducting recitation and practices.

There is a set of tapes accompanying each unit. These tapes are designed to assist the teacher who has had no training in the foreign language being taught. If, however, the teacher has had some language training and feels that he/she could teach the materials without the tapes, it is recommended that this be done. The tapes could, however, still be used as pronunciation aids and for reinforcement activities.

There is no sequencing of the units envisioned other than the presentation of the introductory unit first. After that, any order is acceptable. The material is designed for use in self-contained classes or individually guided education (IGE) classes and can be used for groups or for individuals.

Acknowledgments

These materials were developed under a grant from the National Endowment for the Humanities by the Indiana Department of Public Instruction, Division of Curriculum.

The materials were authored by Joanne Jones, Adjunct Professor at Indiana University-Purdue University at Indianapolis; Sherry Eggers, Spanish Teacher in the Indianapolis Public Schools; and Ruth Ann Martin, German Teacher, Guion Creek Middle School, Indianapolis. Lorraine A. Strasheim, Indiana University Coordinator for School Foreign Languages has served as the graphic artist for the visual materials. She has also served as consultant to the project, providing many suggestions for the content and format of these materials. Linda Dunlap and Frédérique Masson both free-lance artists have also contributed to the development of the visual materials.

With the support and aid of John A. Harrold, Director of the Division of Curriculum, Walter H. Bartz, State Foreign Language Consultant, has coordinated the project and has carried out the evaluation and dissemination phase.

These materials have been piloted by teachers throughout the state and their comments have provided valuable information for the final revision of this publication.

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BODY/CLOTHING IN FRENCH
Kindergarten, Grades One, Two, or Three

A WORD TO THE TEACHER: Although objectives, materials, activities, and detailed lesson plans have been defined for grade levels, teachers are presented with all of the materials for all of the grades so that they can make instructional decisions fitting their students' interests and abilities. A teacher with a kindergarten class that has children designated as "gifted" might, for example, find the materials for grades 1-3 more appropriate.

Objectives

Kindergarten:

1. Given the oral cue in French, children will be able to touch the corresponding part of their body.
2. Given the visual stimulus of the teacher pointing to a part of the body, children will name the part in French.
3. Given a picture with a missing body part, children will be able to tell in French what is missing.
4. Given the oral command in French, children will draw in the missing body part.
5. Given a sheet with a blank head and a sheet with the parts of the face, children will cut out the features and paste them in the appropriate spaces on the head along with giving orally the French word for each part.

Grades One, Two, or Three: The student will achieve numbers 1, 2, and 5 above, plus:

1. Given a picture and written words for the body parts in French, children will match the words with the correct picture.
2. Given a lotto chart of the body parts and an oral cue, children will cover the correct picture with the appropriate card.
3. Given a picture crossword puzzle, children will complete it with French words for the parts of the body pictured.
4. Given the written word for body parts in French, the children will read them.
5. Given pictures of various articles of clothing, children will name them in French.
6. Given the question Que portes-tu?, children will respond with Je porte and name in French at least one of the items they are wearing.

Kit Contents

Kindergarten:
1. Tape and directions for 5 lessons
2. Instructions for making hats, visuals of various hats
3. Song lyrics and directions for motions
4. Tape and directions for "What's Missing?" game
5. Master sheets for cutting and pasting face and head
6. Tape and directions for "Simon Says" game
7. Game La Tête (the head)

Grades One, Two, or Three: Numbers 1 (for 10 lessons), 5, and 6 above, plus:

1. Mouse master sheet for filling in parts of the face
2. Lotto game master sheets of chart and cover cards
3. Crosswrod puzzle and picture crossword puzzle master sheets for Le Corps
4. Visuals of clothing items
5. Lyrics of song Alouette
6. Master sheet of L'Homme Mécanique
7. Master sheet for matching words and pictures
8. Word flash cards

Activities

° indicates materials and/or activity are included in Kit.

Kindergarten:
1. Making a newspaper hat °
2. Singing a song using the hat °
3. Singing Alouette °
4. Drawing in missing parts of face °
5. Cutting and pasting parts of face on head °
6. Playing "Simon Says" in French °
7. Playing game La Tête °
8. Playing "L'eggs" game
9. Making paper plate heads °

Grades One, Two, or Three: Numbers 3, 4, 5, 6 and 7 above, plus:

1. Filling in parts of the mouse °
2. Playing lotto game with body parts °
3. Completing crossword puzzle and picture crossword puzzle °
4. Matching pictures with French words °

5. Playing chain version of Que Portes-tu?
6. Playing reading game with word flash cards °
7. Playing "Hangman"
8. Naming parts of "Mr. Bones"
9. Having old-fashioned spelling bee
10. Playing "Concentration" °
11. Completing L'Homme Mécanique worksheet °
12. Playing Passez le Chapeau game

Materials

Kindergarten:
1. Old newspaper (or hats from home)
2. Crayons, pencils, markers
3. Scissors
4. Paste
5. Tape recorder
6. Paper plates
7. Yarn for hair on paper plate heads
8. Construction paper/cardboard
9. "L'eggs" containers and miniature body parts

Grades One, Two, or Three: All of the above, plus:

1. Cardboard to mount visuals, lotto boards and cards
2. Clear contact paper
3. Skeleton

VOCABULARY

Note to the teacher: These vocabulary lists are intended for reference only. Please do not play them for students to repeat as a whole list. The student words are all introduced in the lessons. Use this part of the tape only for review or practice of certain words or for your own use.

KINDERGARTEN

A. Student

head	la tête	(lah teht)
hair	les cheveux	(leh shuh-VUH)
eyes	les yeux	(lehz yuh)
eye°	l'oeil	(loy)

nose	le nez	(luh neh)
mouth	la bouche	(lah boosh)
ears	les oreilles	(lehz oh-RAY)
ear°	l'oreille	(loh-RAY)
hat	le chapeau	(luh shah-POH)

°Note: The singular of eyes and ears is included here for your information only. The children will learn the plural of these two words. The words le, la, and les mean "the." The definite article (the) is used with the parts of the body in French instead of the possessive pronouns. The above vocabulary words are rarely used in French without either a definite or an indefinite article.

B. Teacher

What's this?	Qu'est-ce que c'est?	(kess kuh SEH)
What are these?	Qu'est-ce que c'est?	(kess kuh SEH)

(For use in reviewing parts of the body when you stop the tape.)

Repeat (pl.)	Répétez	(reh-peh-TEH)
Repeat (sing.)	Répète	(reh-PEHT)

(For use when showing hats and having children practice the French word chapeau. Use the plural command for addressing the whole class. The singular command is included for use when addressing one child.)

What's missing?	Qu'est-ce qui manque?	(kes kee mahnk)
Draw (pl.)	Dessinez	(deh-see-NEH)
Draw (sing.)	Dessine	(deh-SEEN)

(For use with the "What's Missing?" worksheet. This activity is on tape; however, should you choose to do it yourself or with individuals instead of the whole group, these words will be useful. Use dessinez when addressing the whole class, and dessine when addressing one child.)

Cut (pl.)	Coupez	(koo-PEH)
Cut (sing.)	Coupe	(koop)
Paste (pl.)	Collez	(koh-LEH)
Paste (sing.)	Colle	(kohl)
Touch (pl.)	Touchez	(too-SHEH)
Touch (sing.)	Touche	(toosh)

GRADES ONE, TWO, OR THREE

A. Student

head	la tête	(lah teht)
hair	les cheveux	(leh shuh-VUH)
eyes eye°	les yeux l'oeil	(lehz yuh) (loy)
nose	le nez	(luh neh)
mouth	la bouche	(lah boosh)
ears ear°	les oreilles l'oreille	(lehz oh-RAY) (loh-RAY)
arm	le bras°°	(luh brah)
hand	la main°°	(lah mehng)
finger	le doigt°°	(luh dwah)
leg	la jambe°°	(lah zhahmb)
foot	le pied°°	(luh p'yeh)
teeth	les dents°°	(leh dahng)
a hat	un chapeau°°°	(uhng shah-POH)
pants	un pantalon °°°	(uhng pahng-tah-LOHNG)
a shirt	une chemise°°°	(ewn shuh-MEEZ)
a blouse	une blouse°°°	(ewn blooz)
a dress	une robe°°°	(ewn rohb)
blue jeans°°°°	des jeans°°°	(deh zheen)
a T-shirt°°°°	un T-shirt°°°	(uhng tee-SHIRT)
a skirt	une jupe°°°	(ewn zhewp)
I'm wearing	Je porte	(zhuh pohrt)
and	et	(eh)

°The singular of these words is included here for your information. "Eyes" and "ears" will be introduced in the plural on the tape. The words le, la, and les mean "the." The definite article (the) is used with parts of the body in French instead of the possesive pronouns. The above vocabulary words are rarely used in French without either a definite or indefinite article.

°°The plural forms of these words are les bras, les mains, les doigts, les jambes, les pieds. "Tooth" is la dent.

°°°The words un and une mean "a," the indefinite article (des is a plural form of the indefinite article in French).

°°°°The French words for "blue jeans" and "T-shirt" are provided for your use and the students'. Because of their similiarity to English, they have not been included in the body of the lessons. However, since many students wear jeans and a T-shirt, please teach them these words. They are on tape with the other words in the student vocabulary.

Supplementary Student Vocabulary: To be used if students ask for additional body parts

neck	le cou	(luh koo)
shoulder	l'épaule	(leh-POHL)
thigh	la cuisse	(lah kwees)
elbow	le coude	(luh kood)
knee	le genou	(luh zhuh-NOO)

B. Teacher

What's this?	Qu'est-ce que c'est?	(kees kuh SEH)
What are these?	Qu'est-ce que c'est?	(kess kuh SEH)

(For use when reviewing the parts of the body and clothing.)

the parts of the mouse	les parties de la souris	(leh pahr-TEE duh lah soo-REE)

(For use with worksheet V-10.)

body	le corps	(luh kohr)

(For use with picture crossword puzzle, V-12.)

Simon says	Simon dit	(see-MOHNG dee)
Simon does not say	Simon ne dit pas	(see-MOHNG nuh dee pah)
Touch (sing.)	Touche	(toush)
Touch (pl.)	Touchez	(too-SHEH)

(For use with "Simon Says" game.)

clothes	les vêtements	(leh veht-MAHNG)
What are you wearing? (pl.)	Que portez-vous?	(kuh pohr-teh voo)
What are you wearing? (sing.)	Que portes-tu?	(kuh pohrt tew)
Read (pl.)	Lisez	(lee-ZEH)
Read (sing.)	Lise	(leez)

MATERIALS NEEDED FOR LESSON 1

Kindergarten:

1. Tape
2. Tape recorder
3. Tape script
4. Newspapers
5. Pictures of hats, which you may want to color (V-2)
6. Any hat for demonstration
7. Instructions for making hats (V-1)
8. Script and music for song Alouette (V-3)

Grades One, Two, or Three: All of the above except numbers 4, 5, 6, and 7

LESSON 1 GUIDELINES

Kindergarten:

1. Introducing the vocabulary: You may want to explain to the children that they are going to learn to say the parts of the face and head in French -- words like "head, hair, eyes, nose, ears, mouth" -- so that later on everyone can play "Simon Says" in French. The initial presentation of the vocabulary from the tape is very important. Everyone should be seated, facing you. The tape recorder should be close at hand so that you can start and stop it easily. It is suggested that you read over the tape script beforehand. Your part is to touch the various body parts on yourself as the tape says the word (or slightly before) and also as you and the children repeat the words. The children should also touch their head, etc., as they say the French word. You will need to have the order of the words well in mind. You will need to gesture vigorously, using no English.

2. Making a hat: Show many different types of hats or pictures of hats. (See master sheet V-2.) As you present each one say le chapeau (luh shah-POH). Instruct students to repeat after you each time by saying Répétez (reh-peh-TEH). You may want to use a hand signal to give them the idea that you want them to repeat. Have each child make his/her own hat from newspaper as an activity, or ask students to bring one from home for use with the song which they will learn in a later lesson. (See instruction sheet for making hats from newspaper, V-1.)

3. Singing Alouette: Words and music are included in kit (V-3). As new body parts are learned, they may be added and the song expanded.

Grades One, Two, or Three: Same as above, except omit number 2.

Tape Script - Kindergarten - Lesson 1

Teacher Instructions	Script	Student Response
Start Tape	Let's practice saying head and hair in French.	
Touch body parts in following order:		
head	Ecoutez: la tête	
head	la tête	
head	Répétez: la tête	la tête
head	la tête	la tête
hair	Ecoutez: les cheveux	
hair	les cheveux	
hair	Répétez: les cheveux	les cheveux
hair	les cheveux	les cheveux
head	la tête	la tête
head	la tête	la tête
hair	les cheveux	les cheveux
hair	les cheveux	les cheveux

Stop Tape: This is a comprehension check to be sure that the children are doing more than "parroting."

Ask Qu'est-ce que c'est? as you point to the following:	
hair	les cheveux
head	la tête
head	la tête
hair	les cheveux

Start Tape

Hold up hat.	Ecoutez:	le chapeau	
Hold up hat.		le chapeau	
Hold up hat.	Répétez:	le chapeau	le chapeau
Hold up hat.		le chapeau	le chapeau
Touch head.		la tête	la tête
Touch hair.		les cheveux	les cheveux
Hold up hat.		le chapeau	le chapeau

Stop Tape

Tape Script - Kindergarten - Lesson 1 - Cont. (2)

Teacher Instructions	Student Response
Ask Qu'est-ce que c'est? as you point to the following:	
hat	le chapeau
hair	les cheveux
hair	les cheveux
head	la tête
hat	le chapeau

ACTIVITY: Make a hat.

ACTIVITY: Sing Alouette.

Tape Script - Grades One, Two, or Three - Lesson 1

Teacher Instructions	Script	Student Response
	Let's practice saying the parts of the head in French.	
Cup hands to ears to indicate listen.	Ecoutez:	
Touch body parts in following order:		
head	la tête	
head	la tête	
	Répétez:	
head	la tête	la tête
head	la tête	la tête
	Ecoutez:	
hair	les cheveux	
hair	les cheveux	
	Répétez:	
hair	les cheveux	les cheveux
hair	les cheveux	les cheveux
head	la tête	la tête
head	la tête	la tête
hair	les cheveux	les cheveux
hair	les cheveux	les cheveux

Stop Tape: This is a comprehension check to be sure that the children are doing more than just "parroting."

Ask Qu'est-ce que c'est? as you point to the following:	
hair	les cheveux
head	la tête
head	la tête
hair	les cheveux

Start Tape

Touch body parts in following order:		
	Ecoutez:	
eyes	les yeux	
eyes	les yeux	

Teacher Instructions		Script	Student Response
Touch body parts in following order:			
eyes	Répétez:	les yeux	les yeux
eyes		les yeux	les yeux
head		la tête	la tête
eyes		les yeux	les yeux
hair		les cheveux	les cheveux
eyes		les yeux	les yeux
Stop Tape			
Ask Qu'est que c'est? as you point to the following:			
eyes			les yeux
eyes			les yeux
head			la tête
hair			les cheveux
eyes			les yeux

ACTIVITY: Sing Alouette.

MATERIALS NEEDED FOR LESSON 2

Kindergarten:
1. "L'eggs" Game
2. Pictures or miniature parts of head
3. Song Alouette (V-3)

Grades One, Two, or Three:
1. Game La Tête (V-4, V-5, V-6)
2. Song Alouette (V-3)

LESSON 2 GUIDELINES

Kindergarten:

1. Introduce the two new vocabulary words - les yeux and le nez - in the same manner as lesson 1. First, as a review of hat, head and hair, sing the song Alouette. Later the new words learned may be added.

2. "L'eggs" Game: The "eggs" that some stockings come in can be decorated or colored. Some are already metallic and/or colored. Put in each "egg" either a picture of a body part or a miniature of one (such as a part of a "Mr. Potato Head" Game). Each student selects an "egg" and then must say in French what was in his or her "egg." Children love the excitement of such a game. For an added treat, put a piece of candy in one. This adds an element of suprise!

Grades One, Two, or Three:

1. Introduce the rest of the head parts - le nez, les oreilles and la bouche - using the same procedure as lesson 1.

2. La Tête Game: This is excellent reinforcement for the parts thus learned. It can be part of a learning center or played by small groups (2-6 at a time). The game is played much like "Cootee." Each player completes a head with ears, eyes, nose, mouth, and hair by taking his/her turn spinning the wheel and adding features once the "head" is obtained.

3. Add more parts for the song Alouette.

Tape Script - Kindergarten - Lesson 2

Teacher Instructions	Script	Student Response
Review head, hat and hair by singing Alouette.		
Start Tape		
Touch body parts in the following order:		
eyes	Ecoutez: les yeux	
eyes	les yeux	
eyes	Répétez: les yeux	les yeux
eyes	les yeux	les yeux
head	la tête	la tête
eyes	les yeux	les yeux
hair	les cheveux	les cheveux
nose	Ecoutez: le nez	
nose	le nez	
nose	Répétez: le nez	le nez
nose	le nez	le nez
eyes	les yeux	les yeux
eyes	les yeux	les yeux
nose	le nez	le nez
nose	le nez	le nez
Stop Tape		
Ask Qu'est-ce que c'est? as you point to the following:		
eyes		les yeux
eyes		les yeux
nose		le nez
eyes		les yeux
nose		le nez
nose		le nez

ACTIVITY: Sing Alouette.

ACTIVITY: Play "L'eggs" game.

Tape Script - Grades 1, 2, or 3 - Lesson 2

Teacher Instructions	Script		Student Response
Start Tape			
Touch body parts in the following order:	Ecoutez:		
nose		le nez	
nose		le nez	
nose	Répétez:	le nez	le nez
nose		le nez	le nez
eyes		les yeux	les yeux
nose		le nez	le nez
nose		le nez	le nez
hair		les cheveux	les cheveux
nose		le nez	le nez
head		la tête	la tête
eyes		les yeux	les yeux
nose		le nez	le nez
Stop Tape			
Ask Qu'est que c'est? as you point to the following:			
nose			le nez
nose			le nez
head			la tête
hair			les cheveux
nose			le nez
eyes			les yeux
nose			le nez
Start Tape			
Touch body parts in the following order:			
both ears	Ecoutez:	les oreilles	
both ears		les oreilles	
both ears	Répétez:	les oreilles	les oreilles
both ears		les oreilles	les oreilles

Teacher Instructions		Script	Student Response
eyes		les yeux	les yeux
nose		le nez	le nez
ears		les oreilles	les oreilles
nose		le nez	le nez
ears		les oreilles	les oreilles

Stop Tape

Ask Qu'est-ce que c'est? as you point to the following:

ears			les oreilles
ears			les oreilles
nose			le nez
ears			les oreilles

Start Tape

Touch body parts in the following order:

mouth	Ecoutez:	la bouche	
mouth		la bouche	
mouth	Répétez:	la bouche	la bouche
mouth		la bouche	la bouche
ears		les oreilles	les oreilles
mouth		la bouche	la bouche
hair		les cheveux	les cheveux
head		la tête	la tête
mouth		la bouche	la bouche
ears		les oreilles	les oreilles
eyes		les yeux	les yeux
mouth		la bouche	la bouche
nose		le nez	le nez
ears		les oreilles	les oreilles
mouth		la bouche	la bouche

Stop Tape

ACTIVITY: Sing Alouette.

ACTIVITY: Play La Tête game.

MATERIALS NEEDED FOR LESSON 3

Kindergarten:
1. Game La Tête (V-4, V-5, V-6)
2. Master worksheet for "What's Missing?" (V-9)
3. Crayons or pencils

Grades One, Two, or Three: Flash cards for reading la tête, les cheveux and les yeux

LESSON 3 GUIDELINES

Kindergarten:

1. Finish teaching the rest of the face parts.

2. The following song may be used to practice and reinforce the vocabulary. It is sung to the tune of "Head, Shoulders, Knees and Toes." Children will use hats they have made or brought from home.

(Touch head, hair, eyes, nose as you sing slowly.)
Tête, cheveux, yeux, nez,
yeux, nez!
Tête, cheveux, yeux, nez,
yeux, nez!

(Touch ears, mouth, nose, hat; put hat on head the second time it is said.)
Oreilles, bouche, nez, chapeau,
nez, chapeau!
(Touch ears, mouth, nose, hat; take hat off and wave it in air the second time it is said.)
Oreilles, bouche, nez, chapeau,
nez, chapeau!

3. La Tête Game: This can be played by as many as six players. It is played much like "Cootee." Each player completes a head with ears, eyes, nose, mouth and hair by taking his/her turn spinning the wheel and adding features once he/she has obtained the "head."

4. "What's Missing?" Worksheet (on tape): Each child needs a copy of the master worksheet and something to draw with. As the tape asks Qu'est-ce qui manque?, students will say in French which part of the body is missing. As the tape says Dessinez, children will draw in the part. It is suggested that you read over the script beforehand to see where it will be necessary to stop the tape to allow time for the children to draw. If you prefer, this may be an individual activity in the learning center - with cassette tape and worksheets in a self-contained kit. Children may color in the sheet and draw in the missing features. Students could also do this in small groups, giving orally the French word for the missing part.

Grades One,
Two, or Three:

1. Introduce reading by using flash cards of head, hair, eyes.°

2. For reinforcement of the six head parts, any of the activities from lessons 1 and 2 can be repeated.

3. Reading Game: Divide class into two teams. Show a flash card to a member of team 1. The student must read the word correctly and give its equivalent in English. If he or she misses, team 2 gets a chance. Score as in golf (since the scores tend to be high) with the team that misses getting a point. The lowest score wins. This gets better and harder as the amount of reading vocabulary increases.

4. Pronounciation Note: Be sure to correct students' tendency to pronounce the x in yeux and cheveux. The correct pronounciations are "lehz yuh" and "leh shuh-VUH."

°This, and all other reading lessons, is optional, to be used at the teacher's discretion.

Tape Script - Kindergarten - Lesson 3

Teacher Instructions		Script	Student Response
Review Drills:			
Ask Qu'est-ce que c'est? as you point to the following:			
hair			les cheveux
head			la tête
hair			les cheveux
hat			le chapeau
head			la tête
hat			le chapeau
eyes			les yeux
nose			le nez
eyes			les yeux
Sing Alouette.			
Start Tape			
Touch body parts in the following order:			
ears	Ecoutez:	les oreilles	
ears		les oreilles	
ears	Répétez:	les oreilles	les oreilles
ears		les oreilles	les oreilles
nose		le nez	le nez
nose		le nez	le nez
ears		les oreilles	les oreilles
mouth	Ecoutez:	la bouche	
mouth		la bouche	
mouth	Répétez:	la bouche	la bouche
mouth		la bouche	la bouche
ears		les oreilles	les oreilles
ears		les oreilles	les oreilles
mouth		la bouche	la bouche
Stop Tape			

Teacher Instructions	Student Response
Ask Qu'est-ce que c'est? as you point to the following:	
ears	les oreilles
ears	les oreilles
mouth	la bouche
mouth	la bouche
eyes	les yeux
mouth	la bouche
ears	les oreilles

ACTIVITY: Sing song to tune of "Head, Shoulders, Knees and Toes."

ACTIVITY: Play La Tête.

ACTIVITY: Do "What's Missing?" worksheet (V-9). Each child should have a copy of the master sheet in front of him/her and something to draw with. Tell students to look carefully at each picture and say in French what is missing. Explain the meanings of Qu'est-ce qui manque? (What's missing?) and Dessinez (Draw).

Teacher Instructions	Script	Student Response
Start Tape	Picture number 1:	
	Qu'est-ce qui manque?	les yeux
	Oui, les yeux.	
	Dessinez les yeux.	(Draw in the eyes.)
Stop Tape		
Start Tape	Picture number 2:	
	Qu'est-ce qui manque?	la bouche
	Oui, la bouche.	
	Dessinez la bouche.	(Draw in mouth.)
Stop Tape		
Start Tape	Picture number 3:	
	Qu'est-ce qui manque?	le nez
	Oui, le nez.	
	Dessinez le nez.	(Draw in nose.)
Stop Tape		

Teacher Instructions	Script	Student Response
Start Tape	Picture number 4:	
	Qu'est-ce qui manque?	les cheveux
	Oui, les cheveux.	
	Dessinez les cheveux.	(Draw in hair.)
Stop Tape		
Start Tape	Picture number 5:	
	Qu'est-ce qui manque?	les oreilles
	Oui, les oreilles.	
	Dessinez les oreilles.	(Draw in ears.)
Stop Tape		
Start Tape	Picture number 6:	
	Qu'est-ce qui manque?	la tête
	Oui, la tête.	
	Dessinez la tête.	(Draw in head.)
Stop Tape		

Tape Script - Grades 1, 2, or 3 - Lesson 3

Teacher Instructions	Script		Student Response
Hold up flash cards in the following order:			
head	Ecoutez:	la tête	
head		la tête	
head	Lisez:	la tête	la tête
head		la tête	la tête
hair	Ecoutez:	les cheveux	
hair		les cheveux	
hair	Lisez:	les cheveux	les cheveux
hair		les cheveux	les cheveux
head		la tête	la tête
hair		les cheveux	les cheveux
hair		les cheveux	les cheveux
head		la tête	la tête
eyes	Ecoutez:	les yeux	
eyes		les yeux	
eyes	Lisez:	les yeux	les yeux
eyes		les yeux	les yeux
head		la tête	la tête
hair		les cheveux	les cheveux
eyes		les yeux	les yeux
eyes		les yeux	les yeux
head		la tête	la tête

Stop Tape: To verify students are reading, hold up the flash cards and say lisez. Drill them as a group, then individually. Do this until you feel they know the words.

ACTIVITY: Any of the games or songs from lessons 1 and 2 can be done again.

ACTIVITY: Add reading game, if desired.

MATERIALS NEEDED FOR LESSON 4

Kindergarten:
1. La Tête game (V-4, V-5, V-6)
2. Worksheets and tape for "Cut and Paste" activity (V-8, V-7)
3. Scissors, paste, crayons, pencil
4. Tape for "Simon Says" game

Grades One, Two, or Three:
1. Numbers 2 and 3 above
2. Mouse worksheet (V-10)
3. Matching game worksheet (V-11)
4. Crossword puzzle (V-13)

LESSON 4 GUIDELINES

Kindergarten:

1. Review (on tape) all head parts.

2. "Cut and Paste" worksheets: Children are to cut out the parts of the face and paste them on the blank head. This may be done with individuals, as a learning center activity, or with the whole class responding to the oral commands in French.

French Command:	Student Response:
Coupez la tête.	Cut out the head.
Coupez les yeux. (etc.)	Cut out the eyes. (etc.)
Collez les yeux.	Paste the eyes.
Collez le nez. (etc.)	Paste the nose. (etc.)

3. "Simon Says" Game (using tape): Use the French name for the game - Simon Dit. Have children stand facing you and the tape recorder. Instruct them to listen to the tape. You may want to have a clown or some figure to refer to as Simon. Tell the children that he will tell them to touch a part of their face or head. Example: Simon dit, "Touchez la tête." (See-MOHNG dee too-SHEH lah teht). They are to touch the body part and repeat the French word. On Part 1 of the tape, Simon will have them touch all of the various parts for review. You may touch and repeat with them, smiling and nodding when they do well. On Part 2 of the tape, children must listen to see if the words Simon dit precede the word for the body part. If Simon does not say to touch something, the students should not touch it. No child has to be "out" if he or she makes a mistake. The group goal can be to see how closely they can follow what Simon says. You may continue the game yourself without the tape.

Grades One,
Two, or Three:

1. Introduce reading of nose, ears, and mouth by using flash cards in same manner as lesson 3.

2. "Cut and Paste" worksheets: See number 2 above.

3. Matching Game and Mouse worksheets: These may be a learning center or whole class activity.

4. "Hangman" Game: This is a student favorite. Let a student come to the board and choose a word that has been learned in the last 2 reading lessons. Play as with normal "Hangman." Continue this game as the number of words learned increases.

5. Fill in crossword puzzle (V-13).

Tape Script - Kindergarten - Lesson 4

Teacher Instructions		Script	Student Response
Start Tape			
Touch body parts in the following order:			
mouth	Répétez:	la bouche	la bouche
ears		les oreilles	les oreilles
mouth		la bouche	la bouche
hair		les cheveux	les cheveux
ears		les oreilles	les oreilles
head		la tête	la tête
hair		les cheveux	les cheveux
eyes		les yeux	les yeux
head		la tête	la tête
nose		le nez	le nez
eyes		les yeux	les yeux
mouth		la bouche	la bouche
nose		le nez	le nez
Stop Tape			

ACTIVITY: Sing song to tune of "Head, Shoulders, Knees, and Toes."

ACTIVITY: Play La Tête.

ACTIVITY: Do "Cut and Paste" worksheet.

ACTIVITY: Play "Simon Says" (on tape).

Script	Student Response
Part 1	
Let's play "Simon Says." Listen, touch, repeat.	
Simon dit, "Touchez la tête."	(Touch head.) la tête
Simon dit, "Touchez les cheveux."	(Touch hair.) les cheveux
Simon dit, "Touchez les yeux."	(Touch eyes.) les yeux
Simon dit, "Touchez le nez."	(Touch nose.) le nez
Simon dit, "Touchez les oreilles."	(Touch ears.) les oreilles
Simon dit, "Touchez la bouche."	(Touch mouth.) la bouche
Simon dit, "Touchez les cheveux."	(Touch hair.) les cheveux
Simon dit, "Touchez le nez."	(Touch nose.) le nez
Simon dit, "Touchez les yeux."	(Touch eyes.) les yeux
Simon dit, "Touchez les oreilles."	(Touch ears.) les oreilles
Simon dit, "Touchez la bouche."	(Touch mouth.) la bouche

Part 2

Script	Student Response
Simon dit, "Touchez la bouche."	(Touch mouth.)
Touchez la tête.	(-)
Non, non. Simon ne dit pas.	
Simon dit, "Touchez le nez."	(Touch nose.)
Simon dit, "Touchez la tête."	(Touch head.)
Simon dit, "Touchez les cheveux."	(Touch hair.)
Touchez les yeux.	(-)
Non, non. Simon ne dit pas.	
Simon dit, "Touchez les yeux."	(Touch eyes.)
Simon dit, "Touchez les oreilles."	(Touch ears.)
Touchez les cheveux.	(-)
Non, non. Simon ne dit pas.	
Touchez le nez.	(-)
Non, non. Simon ne dit pas.	

Tape Script - Grades 1, 2, or 3 - Lesson 4

Teacher Instructions		Script	Student Response
Start Tape			
Hold up flash cards in the following order:			
head	Lisez:	la tête	la tête
head		la tête	la tête
hair		les cheveux	les cheveux
hair		les cheveux	les cheveux
eyes		les yeux	les yeux
nose	Ecoutez:	le nez	
nose		le nez	
nose	Lisez:	le nez	le nez
nose		le nez	le nez
head		la tête	la tête
nose		le nez	le nez
nose		le nez	le nez
hair		les cheveux	les cheveux
nose		le nez	le nez
ears	Ecoutez:	les oreilles	
ears		les oreilles	
ears	Lisez:	les oreilles	les oreilles
ears		les oreilles	les oreilles
nose		le nez	le nez
ears		les oreilles	les oreilles
hair		les cheveux	les cheveux
mouth	Ecoutez:	la bouche	
mouth		la bouche	
mouth	Lisez:	la bouche	la bouche
mouth		la bouche	la bouche
ears		les oreilles	les oreilles
mouth		la bouche	la bouche
nose		le nez	le nez
mouth		la bouche	la bouche
ears		les oreilles	les oreilles
nose		le nez	le nez
mouth		la bouche	la bouche
Stop Tape			

Verification: One at a time hold up each of the 6 parts of the head and drill reading and comprehension. That is, have an individual read the card and give its meaning.

ACTIVITY: Do "Mouse" worksheet (V-10)

ACTIVITY: Play "Hangman."

ACTIVITY: Match words to pictures (V-11).

ACTIVITY: Do "Cut and Paste" worksheet (V-8).

ACTIVITY: Complete crossword puzzle worksheet (V-13).

MATERIALS FOR LESSON 5

Kindergarten:
1. Masters of eyes, noses, ears, mouths (V-14, V-15, V-18)
2. Master sheet of hats (V-2)
3. Scissors, crayon, paste
4. Colored yarn
5. Paper plates

Grades One, Two, or Three: No special materials

LESSON 5 GUIDELINES

Kindergarten:

1. Making Paper Plate Heads: Challenge students by making the objective "Can you make your teacher laugh?" Using the masters included, have children select eyes, nose, mouth and ears to cut out and color. These are pasted to the paper plate, which serves as a head. Children may draw in and color the hair, or they may use colored yarn for hair. The master sheet of the hats for lesson 1 can be used to give the children a choice of a hat, which they may cut out, color and paste to their head.

2. This lesson marks the end of the kindergarten component of this unit. However, feel free to repeat any lesson in whole or part in order to give the class a sound basis and to review any areas that need it.

Grades One, Two, or Three:

1. Introduce more body parts orally. Your part, as in the first lessons, is to point to and touch the part on yourself slightly before the tape says the word, then repeat it again, continuing to point to the body part. It is suggested that you read over the tape script beforehand.

2. Alouette: You can add these new parts of the body to those previously learned.

3. Game: Divide class into two teams. Point to a body part and ellicit a response from 1 member of a team. One point is earned for every correct response.

4. Note on pronounciation: Be prepared for giggles and titters when the French word for arm (bras) is introduced.

Tape Script - Grades 1, 2, or 3 - Lesson 5

Teacher Instructions	Script		Student Response
"Let's learn some more parts of the body. Watch me and do as I do."			
Start Tape			
Touch body parts in the following order:			
arm	Ecoutez:	le bras	
arm		le bras	
arm	Répétez:	le bras	le bras
arm		le bras	le bras
hand	Ecoutez:	la main	
hand		la main	
hand	Répétez:	la main	la main
hand		la main	la main
arm		le bras	le bras
arm		le bras	le bras
hand		la main	la main
one finger	Ecoutez:	le doigt	
one finger		le doigt	
one finger	Répétez:	le doigt	le doigt
one finger		le doigt	le doigt
hand		la main	la main
one finger		le doigt	le doigt
arm		le bras	le bras
one finger		le doigt	le doigt
one finger		le doigt	le doigt
hand		la main	la main
Stop Tape			

Teacher Instructions	Student Response
Ask Qu'est-ce que c'est? as you point to the following:	
finger	le doigt
finger	le doigt
arm	le bras
hand	la main
hand	la main

(You can further drill as you wish. You may also add the other body parts already learned.)

ACTIVITY: Sing Alouette.

ACTIVITY: Review any worksheets from previous lessons.

MATERIALS NEEDED FOR LESSON 6

Grades One, Two, or Three:

1. Transparency of lotto board containing body parts and lotto game parts (V-17)
2. Skeleton
3. Song Alouette
4. Tape for "Simon Says" game

LESSON 6 GUIDELINES

1. Introduce vocabulary using the tape. The children will learn three more body parts, just as they did in lesson 5.

2. You may now add all the body parts for Alouette.

3. "Lotto" Game: Each child gets a copy of the pictorial chart. These may be colored, glued to cardboard and laminated with clear contact paper to make them durable. There are 12 pictures for the 12 body parts learned. Two sets may be cut out to make calling cards. Laminated copies of the lotto board and the matching picture cards are used to form a game for the learning center. After lesson 8, when students have learned the written words, flash cards can be substituted for pictures.

4. "Simon Says" Game: Use the French name for the game - Simon Dit (See-MOHNG dee). Have children stand facing you and the recorder. Tell them that they will hear the words Simon dit, "Touchez..." (Simon says, "Touch...") and then a part of the body named in French. They are to touch the part that Simon says.

   Part 1: In Part 1, all the various body parts from all previous lessons will be named for practice. The children should touch each one. You might play along, to assist them. It is suggested that you read over the tape script beforehand.

   Part 2: In Part 2, students are only to touch the part of their body if they hear words Simon dit before it. They must do only what Simon says! This may be played as a competition with a winner, or the goal may be for each child to continue playing to see how closely each person can follow what Simon says.

5. Review of Body Parts Using Transparency: Place transparency of lotto chart on overhead projector. Point to various parts of the body. Ask Que-est-ce que c'est? of the whole class or of individuals. You may wish to make a game of it by having two teams alternate turns. Each child that answers correctly wins a point for his/her team.

6. "Mr. Bones" Game: Most schools have a skeleton in their library or science room. If you can obtain one, it is fun to bring it in and have the students name the parts they know in French. The word for skeleton in French is le squelette (luh skuh-LEHT).

Tape Script - Grades 1, 2, or 3 - Lesson 6

Teacher Instructions		Script	Student Response
Touch body parts in the following order:			
arm	Répétez:	le bras	le bras
arm		le bras	le bras
hand		la main	la main
hand		la main	la main
finger		le doigt	le doigt
finger		le doigt	le doigt
teeth	Ecoutez:	les dents	
teeth		les dents	
teeth	Répétez:	les dents	les dents
teeth		les dents	les dents
leg	Ecoutez:	la jambe	
leg		la jambe	
leg	Répétez:	la jambe	la jambe
leg		la jambe	la jambe
teeth		les dents	les dents
leg		la jambe	la jambe
hand		la main	la main
finger		le doigt	le doigt
leg		la jambe	la jambe
foot	Ecoutez:	le pied	
foot		le pied	
foot	Répétez:	le pied	le pied
foot		le pied	le pied
leg		la jambe	la jambe
teeth		les dents	les dents
foot		le pied	le pied
foot		le pied	le pied

Stop Tape

Teacher Instructions	Student Response
Ask Qu'est-ce que c'est? as you point to the following:	
foot	le pied
foot	le pied
leg	la jambe
teeth	les dents
teeth	les dents
leg	la jambe
arm	le bras
hand	la main
finger	le doigt
teeth	les dents
leg	la jambe
foot	le pied

ACTIVITY: Sing Alouette.

ACTIVITY: Play "Lotto" (non-reading version).

ACTIVITY: Review using transparency game.

ACTIVITY: Identify parts of "Mr. Bones."

ACTIVITY: Play "Simon Says" (on tape).

Script	Student Response
Part 1	
Ecoutez et touchez.	(Listen and touch.)
Simon dit, "Touchez la tête."	Touch head.
Simon dit, "Touchez la bouche."	Touch mouth.
Simon dit, "Touchez les cheveux."	Touch hair.
Simon dit, "Touchez les yeux."	Touch eyes.
Simon dit, "Touchez les oreilles."	Touch ears.
Simon dit, "Touchez le nez."	Touch nose.
Simon dit, "Touchez le bras."	Touch arm.
Simon dit, "Touchez le main."	Touch hand.
Simon dit, "Touchez les dents."	Touch teeth.
Simon dit, "Touchez le doigt."	Touch finger.
Simon dit, "Touchez le pied."	Touch foot.
Simon dit, "Touchez la jambe."	Touch leg.

Stop Tape

Script	Student Response
Part 2	
Nous allons jouer "Simon Dit."	(We are going to play "Simon Says.
Ecoutez bien!	(Listen well!)
Simon dit, "Touchez le nez."	Touch nose.
Simon dit, "Touchez les cheveux."	Touch hair.
Touchez les yeux.	(-)
Non, non. Simon ne dit pas.	
Simon dit, "Touchez les oreilles."	Touch ears.
Simon dit, "Touchez la bouche."	Touch mouth.
Simon dit, "Touchez le bras."	Touch arm.
Touchez la tête.	(-)
Non, non. Simon ne dit pas.	
Simon dit, "Touchez la main."	Touch hand.
Touchez le pied.	(-)
Non, non. Simon ne dit pas.	
Simon dit, "Touchez le pied."	Touch foot.
Simon dit, "Touchez le doigt."	Touch finger.
Simon dit, "Touchez les dents."	Touch teeth.
Touchez la jambe.	(-)
Non, non. Simon ne dit pas.	
Simon dit, "Touchez la jambe."	Touch leg.
Simon dit, "Touchez les yeux."	Touch eyes.
Touchez le nez.	(-)
Non, non. Simon ne dit pas.	
Touchez la tête.	(-)
Non, non. Simon ne dit pas.	

MATERIALS NEEDED FOR LESSON 7

Grades One, Two, or Three: Word flash cards for arm, hand, finger

LESSON 7 GUIDELINES

1. Introduce reading of words learned in lesson 5 (arm, hand, finger).

2. For reinforcement of the 6 body parts, any of the activities from lessons 5 and 6 can be repeated.

3. Reading Game: This is done as in lesson 3, but you may add words learned in other lessons.

4. Old-fashioned Spelling Bee: Only in French! Use all the words learned.

5. Special Note: Be sure and correct students' tendencies to pronounce the "s" in bras, the "n" in main and the "t" in doigt. Correct pronunciations are: (brah), (mehng), (dwah). Also be prepared for additional twitters and giggles when students see the spelling of bras.

Tape Script - Grades 1, 2, or 3 - Lesson 7

Teacher Instructions	Script		Student Response
Start Tape			
Hold up flash cards in the following order:			
arm	Ecoutez:	le bras	
arm		le bras	
arm	Lisez:	le bras	le bras
arm		le bras	le bras
hand	Ecoutez:	la main	
hand		la main	
hand	Lisez:	la main	la main
hand		la main	la main
arm		le bras	le bras
arm		le bras	le bras
hand		la main	la main

Teacher Instructions	Script		Student Response
Hold up flash cards in the following order:			
finger	Ecoutez:	le doigt	
finger		le doigt	
finger	Lisez:	le doigt	le doigt
finger		le doigt	le doigt
arm		le bras	le bras
finger		le doigt	le doigt
finger		le doigt	le doigt
hand		la main	la main

Stop Tape

Verification: Hold up one of the flash cards at a time and drill as a group, then individually, to verify students are reading the card.

ACTIVITY: Repeat any of the activities in lessons 5 and 6.

ACTIVITY: Play reading game.

ACTIVITY: Play "Hangman."

ACTIVITY: Have old-fashioned spelling bee.

MATERIALS NEEDED FOR LESSON 8

Grades One, Two, or Three:

1. Word flash cards
2. Lotto game parts (written version)
3. Picture crossword puzzle (V-12)
4. "Concentration" game parts (same as lotto parts, V-18)
5. Worksheet for L'Homme Mécanique (V-21)

LESSON 8 GUIDELINES

1. Introduce reading of teeth, leg and foot in French.

2. If you desire, you can adapt the lotto game done in a previous lesson to written form. It is a good learning center activity. (See V-18.)

3. For the picture crossword puzzle, see V-12.

4. "Concentration" Game: There are two cards for each body part, 24 cards total. They may be colored (if desired) and laminated for durability, then cut into cards. This game, which can be played by small groups, is a favorite of the children.

5. For the body worksheet (L'Homme Mécanique), see V-21.

Tape Script - Grades 1, 2, or 3 - Lesson 8

Teacher Instructions	Script		Student Response
Review reading 3 body parts from lesson 7.			
Hold up flash cards in the following order:			
arm	Lisez:	le bras	le bras
arm		le bras	le bras
hand		la main	la main
hand		la main	la main
arm		le bras	le bras
finger		le doigt	le doigt
finger		le doigt	le doigt
hand		la main	la main
teeth	Ecoutez:	les dents	
teeth		les dents	
teeth	Lisez:	les dents	les dents
teeth		les dents	les dents
arm		le bras	le bras
teeth		les dents	les dents

Teacher Instructions	Script		Student Response
Hold up flash cards in the following order:			
leg	Ecoutez:	la jambe	
leg		la jambe	
leg	Lisez:	la jambe	la jambe
leg		la jambe	la jambe
teeth		les dents	les dents
teeth		les dents	les dents

Stop Tape

To verify their reading, drill first as a group, then individually, with the flash cards. Concentrate on les dents and la jambe, then mix in the others.

Start Tape

Hold up flash cards in the following order:			
foot	Ecoutez:	le pied	
foot		le pied	
foot	Lisez:	le pied	le pied
foot		le pied	le pied
leg		la jambe	la jambe
teeth		les dents	les dents
(Final check)			
arm	Lisez:	le bras	le bras
hand		le main	le main
finger		le doigt	le doigt
teeth		les dents	les dents
leg		la jambe	la jambe
foot		le pied	le pied

Stop Tape

ACTIVITY: Play lotto (written word version).

ACTIVITY: Complete picture crossword puzzle (V-12).

ACTIVITY: Play "Concentration."

ACTIVITY: Do body worksheet (L'Homme Mécanique, V-21).

MATERIALS NEEDED FOR LESSON 9

Grades One, Two, or Three:
1. Visuals of clothing items (V-19, V-20)
2. Any type of hat

LESSON 9 GUIDELINES

1. Introduce vocabulary using the tape and visuals. Instruct children to look at the pictured piece of clothing that you hold up (V-19, V-20). They will hear the name for it in French on the tape. They are to repeat the French word, thinking of what it means. Read over the tape script to familiarize yourself with the order of presentation of the visuals. You may wish to make copies of the masters for the visuals, color them in and mount them on cardboard for use with this lesson.

2. "What are you wearing?" (Que Portes-tu?) Game: Have children describe in French what they are wearing. Their description will, of course, be limited to the vocabulary learned to date. As the amount of vocabulary increases, they can add words to their descriptions.

3. "Pass the Hat" (Passez le Chapeau) Game: This is played very much like musical chairs, except there is no winner or loser. The children sit in a large circle, and when the music begins, they start passing the hat. When the music stops, the person with the hat stands up and says loudly, "Le chapeau."

Tape Script - Grades 1, 2, or 3 - Lesson 9

Teacher Instructions	Script	Student Response
Set up 3 pictures in view of all children.		
Start Tape		
Point to:		
hat	Ecoutez: un chapeau	
hat	un chapeau	
hat	Répétez: un chapeau	un chapeau
hat	un chapeau	un chapeau
pants	Ecoutez: un pantalon	
pants	un pantalon	

Teacher Instructions		Script	Student Response
Point to:			
pants	Répétez:	un pantalon	un pantalon
pants		un pantalon	un pantalon
hat		un chapeau	un chapeau
pants		un pantalon	un pantalon
shirt	Ecoutez:	une chemise	
shirt		une chemise	
shirt	Répétez:	une chemise	une chemise
shirt		une chemise	une chemise
hat		un chapeau	un chapeau
pants		un pantalon	un pantalon
shirt		une chemise	une chemise
Stop Tape			
Ask Qu'est-ce que c'est? as you point to the following:			
shirt			une chemise
shirt			une chemise
hat			un chapeau
hat			un chapeau
pants			un pantalon
pants			un pantalon

ACTIVITY: Play "What Are You Wearing?" (Que Portes-tu?).

ACTIVITY: Play "Pass the Hat" (Passez le Chapeau).

MATERIALS FOR LESSON 10

Grades One, Two, or Three: 1. Visuals of clothing items

LESSON 10 GUIDELINES

1. Introduce new vocabulary as was done in previous lessons.

2. Chain Version of Que Portes-tu? Game: The teacher begins the game by asking a child Que portes-tu? The child must repond with Je porte (I'm wearing) plus the French name for one thing he/she is wearing. Then he/she asks the next child the question, etc., each student adding one thing to the list of items. This continues until a child can't remember or makes an error. Then the chain begins again.

Tape Script - Grades 1, 2, or 3 - Lesson 10

Teacher Instructions		Script	Student Response
Start Tape			
Point to:			
hat	Répétez:	un chapeau un chapeau	un chapeau un chapeau
pants	Répétez:	un pantalon un pantalon	un pantalon un pantalon
shirt	Répétez:	une chemise une chemise	une chemise une chemise
blouse	Ecoutez:	une blouse une blouse	
blouse	Répétez:	une blouse une blouse	une blouse une blouse
skirt	Ecoutez:	une jupe une jupe	
skirt	Répétez:	une jupe une jupe	une jupe une jupe
blouse		une blouse	une blouse
skirt		une jupe	une jupe
dress	Ecoutez:	une robe une robe	

Teacher Instructions		Script	Student Response
Point to:			
dress	Répétez:	une robe	une robe
		une robe	une robe
blouse		une blouse	une blouse
skirt		une jupe	une jupe
dress		une robe	une robe
skirt		une jupe	une jupe

Stop Tape

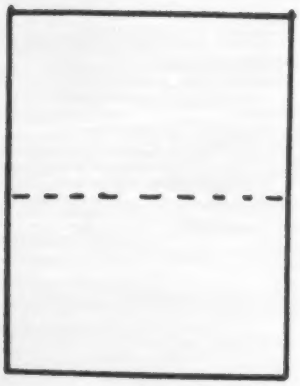
Ask Que'est-ce que c'est?
as you point to the
following:

blouse	une blouse
blouse	une blouse
skirt	une jupe
skirt	une jupe
dress	une robe
dress	une robe
hat	un chapeau
hat	un chapeau
pants	un pantalon
pants	un pantalon
shirt	une chemise
shirt	une chemise

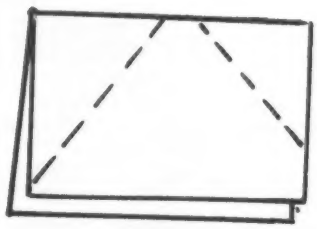
(You may wish to continue this type of drill if children have trouble with certain words. This review can be in the form of a game where two sides take turns answering.)

ACTIVITY: Play chain version of Que Portes-tu? game.

Instructions for Making Hats from Newspaper

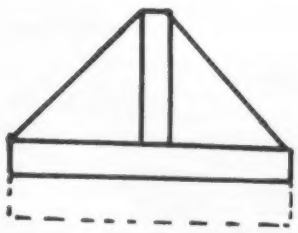


1. Use one page of newspaper. Fold top half down.

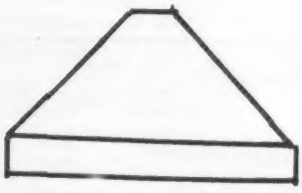


2. Keeping the opening at bottom, fold top corners.

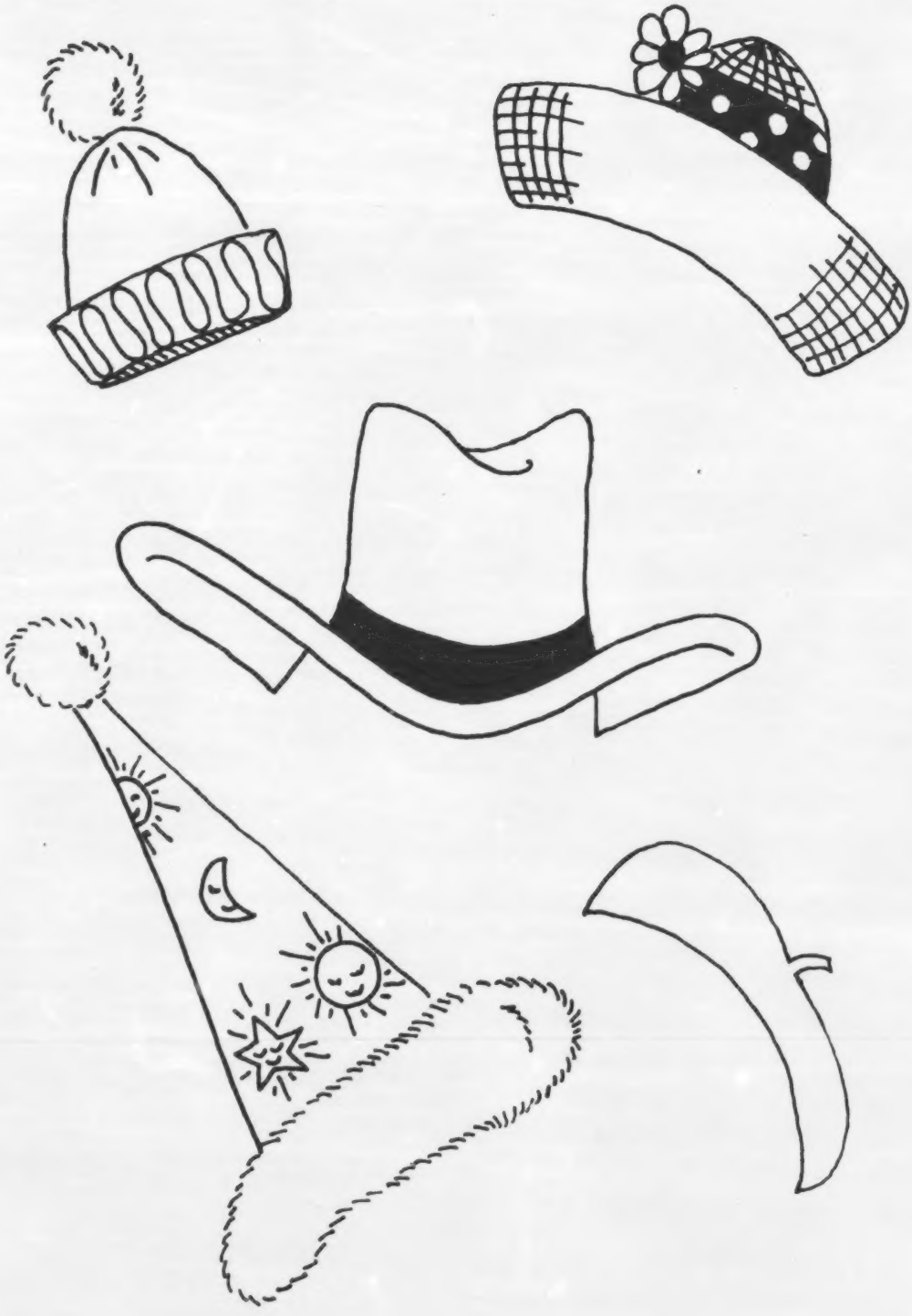
3. Fold traingles forward.



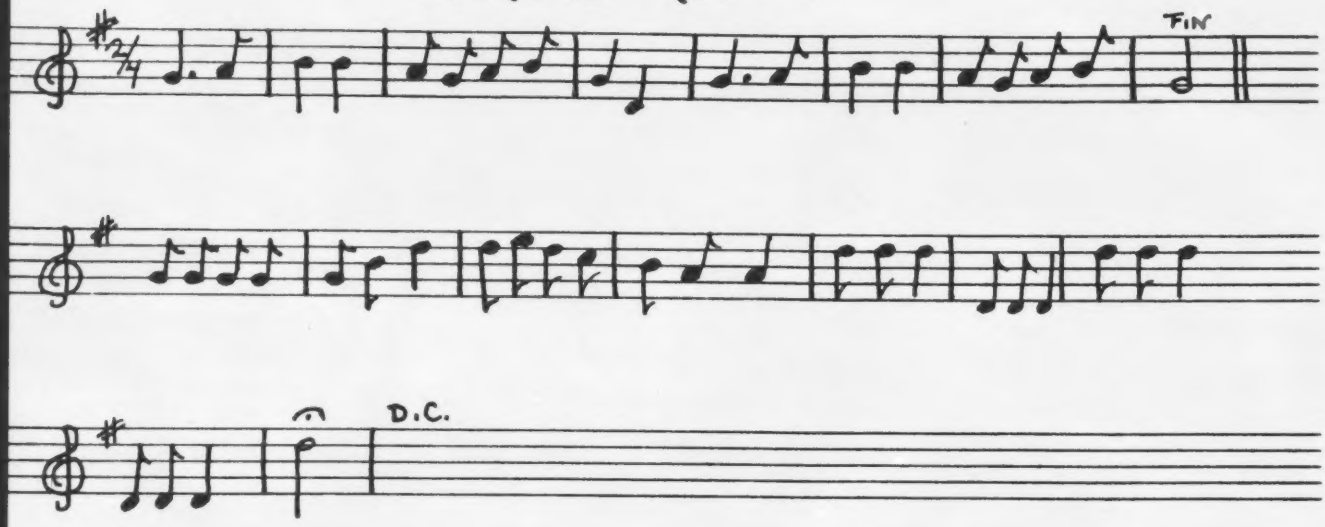
4. Fold bottom strip up.



5. Fold bottom up on back.



Gentille Alouette



1. Alouette, gentille alouette, alouette, je te plumerai.
   Je te plumerai la tête; je te plumerai la tête.
   Et la tête, et la tête.
   Alouett', alouett', Oh!

2. Je te plumerai les cheveux (bis)° et les cheveux
   (bis) et la tête (bis). Alouett' (bis), Oh!

3. Je te plumerai les yeux (bis) et les yeux (bis) et les cheveux
   (bis) et la tête (bis). Alouett' (bis), Oh!

4. Je te plumerai le nez (bis), etc.

5. Je te plumerai les oreilles (bis), etc.

6. Je te plumerai la bouche (bis), etc.

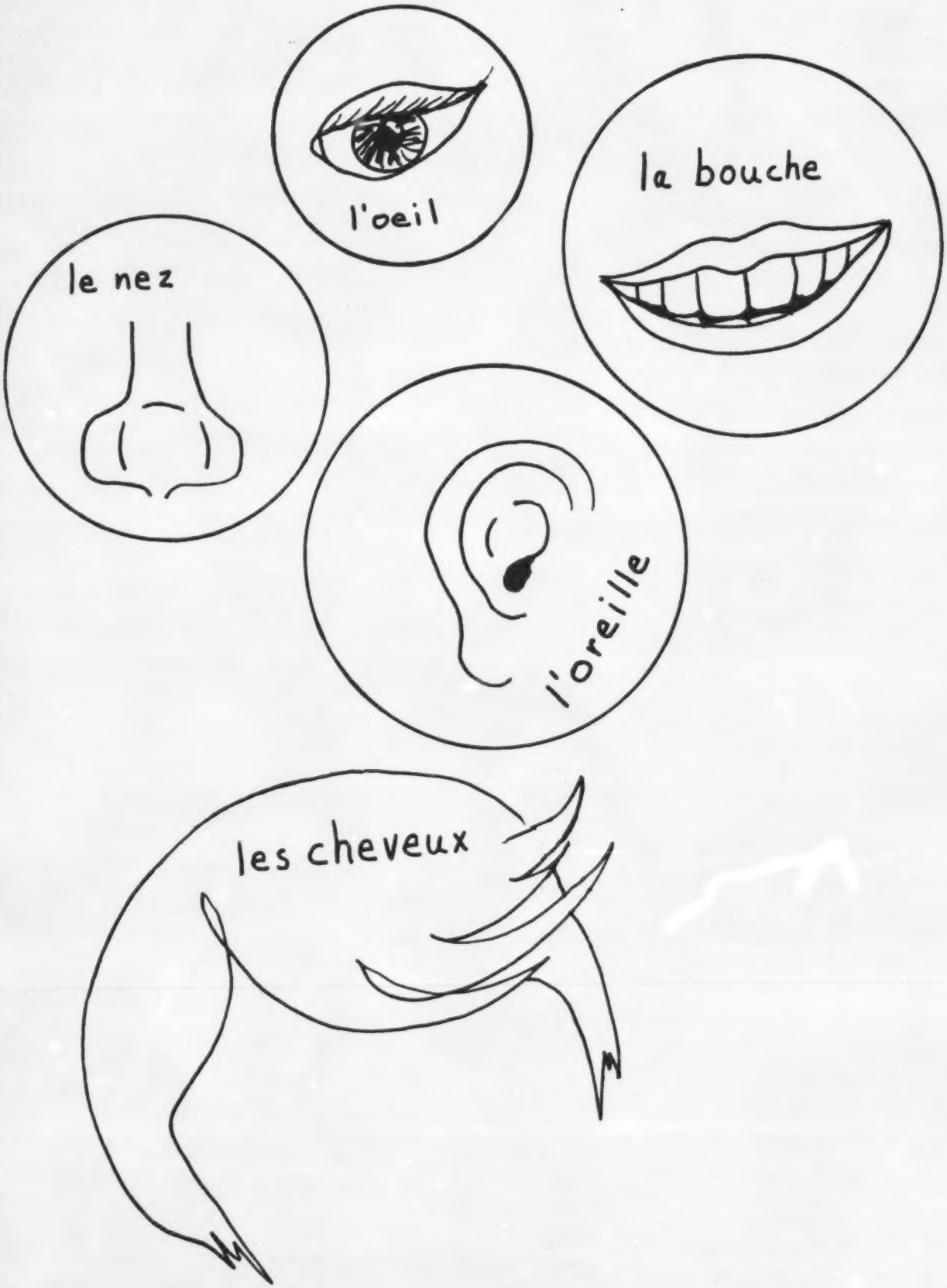
°bis = twice

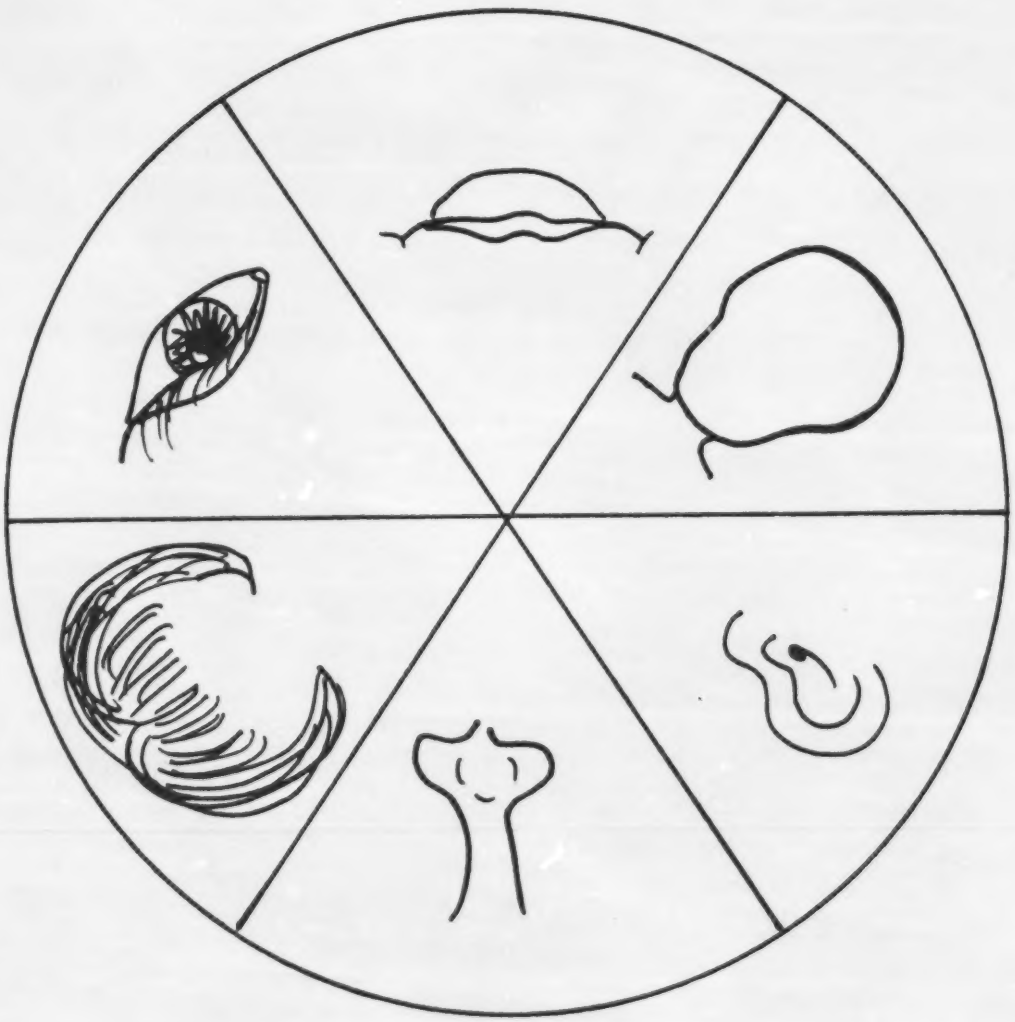
1. Lark, sweet lark, lark, I will pluck your feathers.
   I will pluck them from your head, etc.
   And your head, and your head.
   Lark, lark, Oh.

Note: These are note the original words but have been adapted to the parts of the body studied in the K unit.

You may add or subtract any parts you wish.

La Tête


l'oeil
la bouche
le nez
l'oreille
les cheveux



La tête

Nom_____

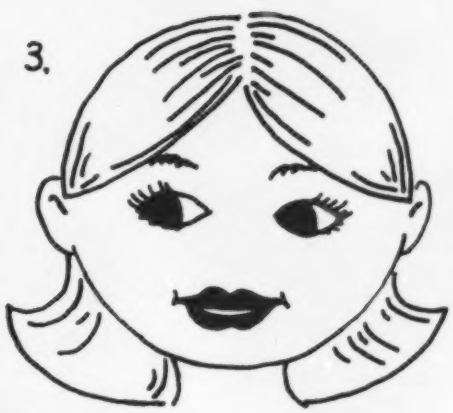
Coupez et collez _____

Qu'est-ce qui manque? _____

1.

2.

3.



4.

5.

6.

Ecrivez les parties de la souris. Nom_____

la tête
la bouche
le nez
les yeux
les oreilles

Nom_____

la tête

les yeux

la bouche

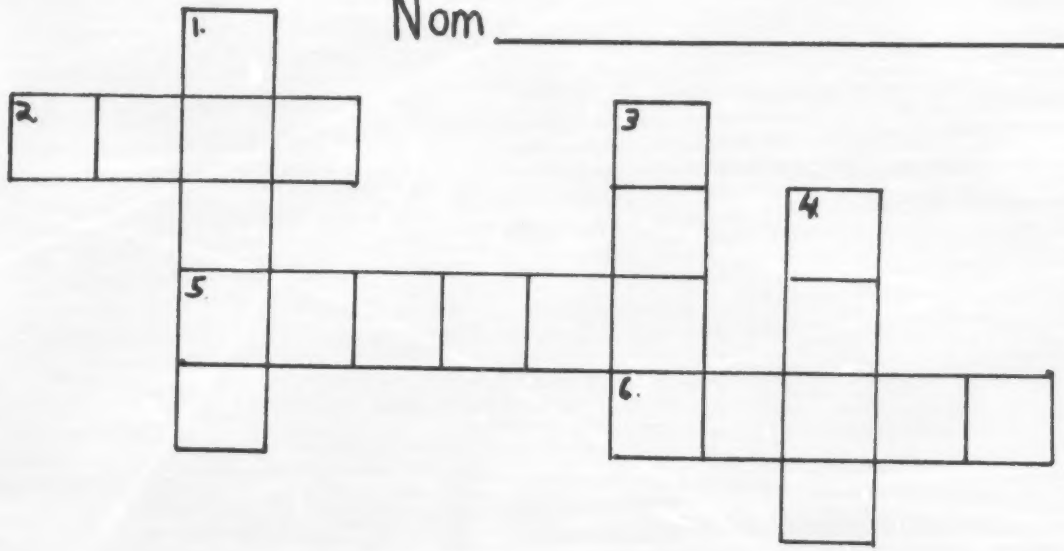
les oreilles

les cheveux

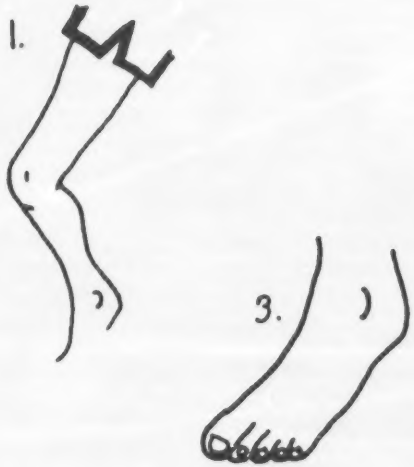
le nez

Le Corps

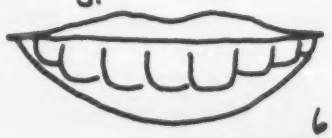
Nom _____



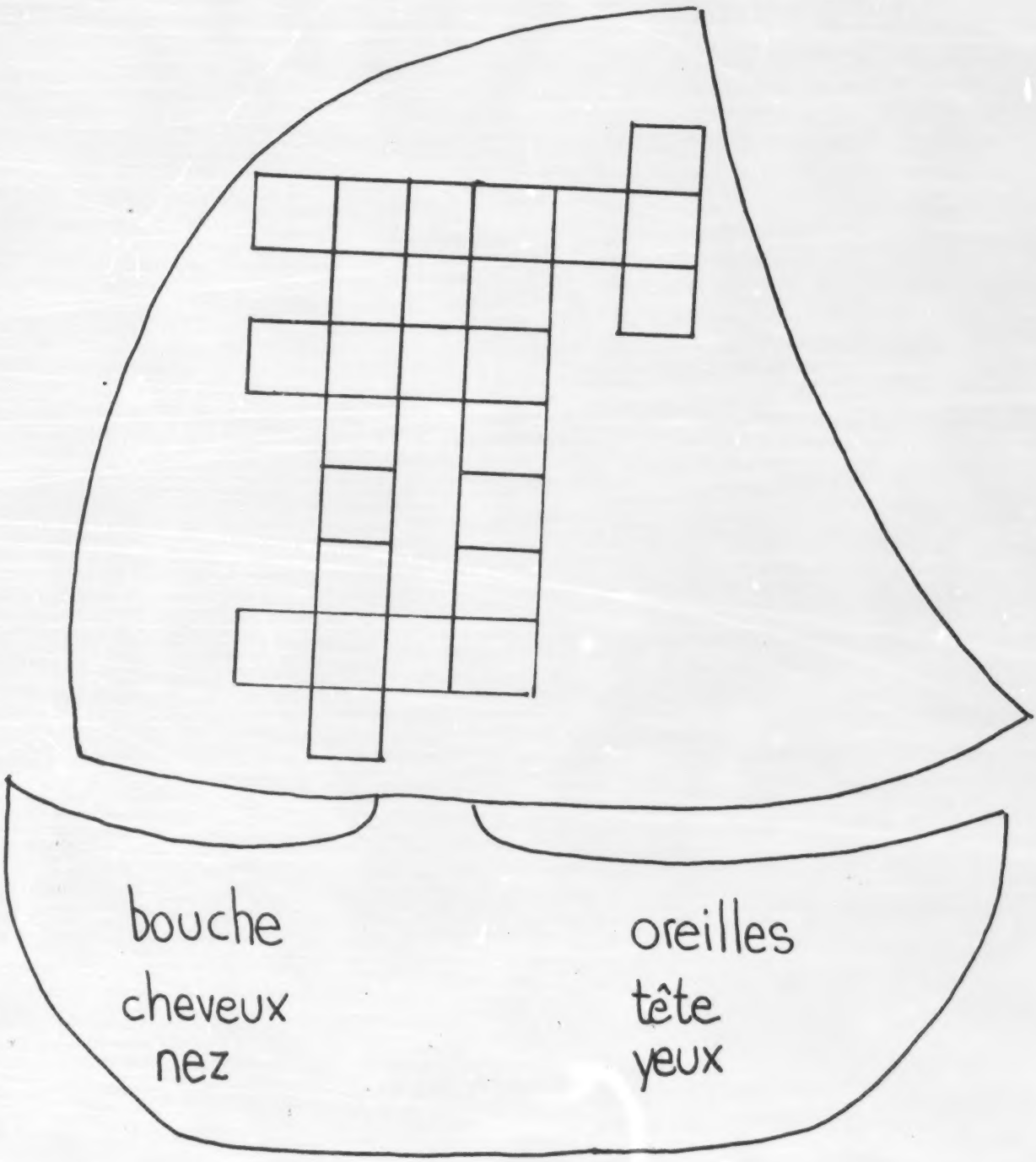
Down

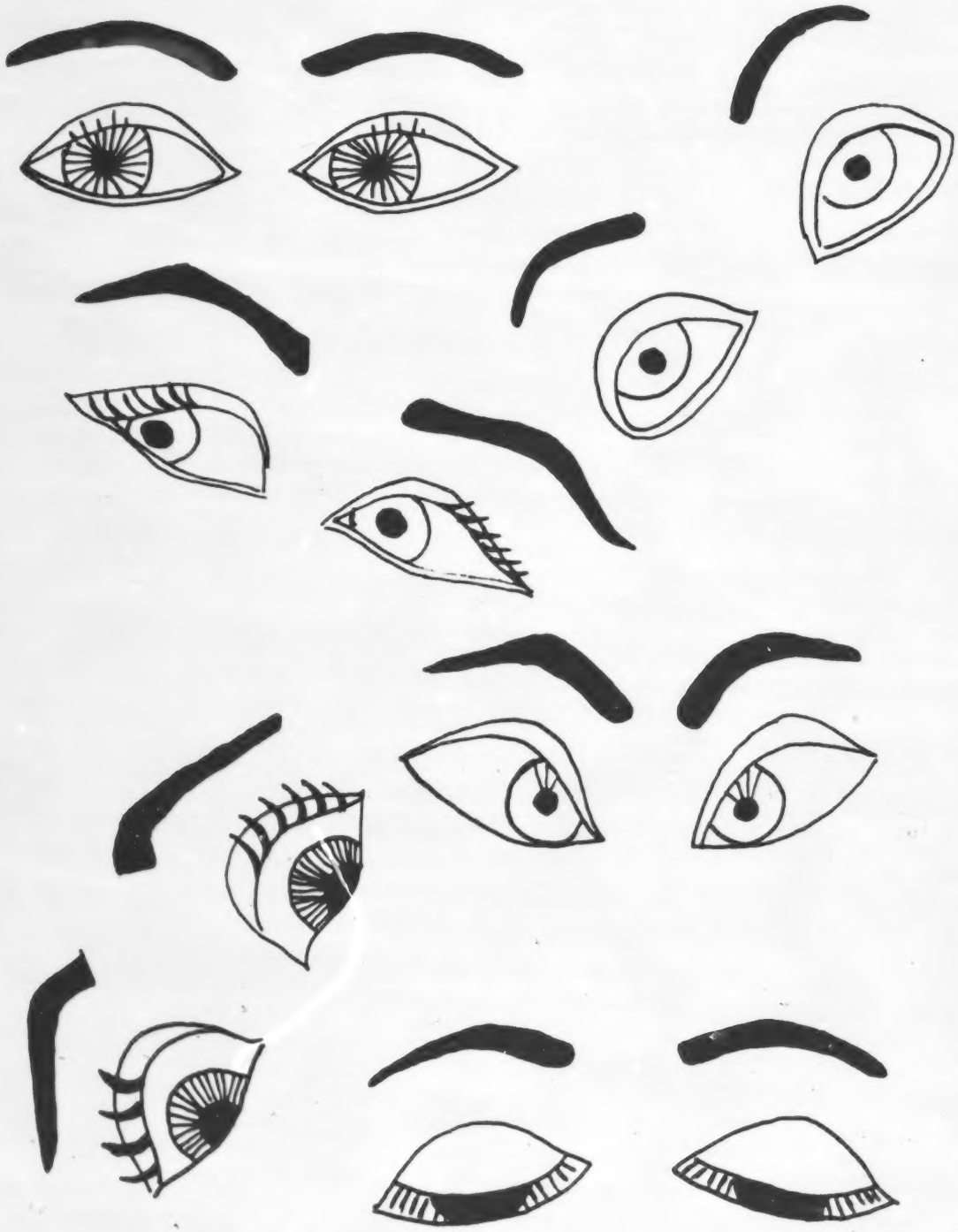


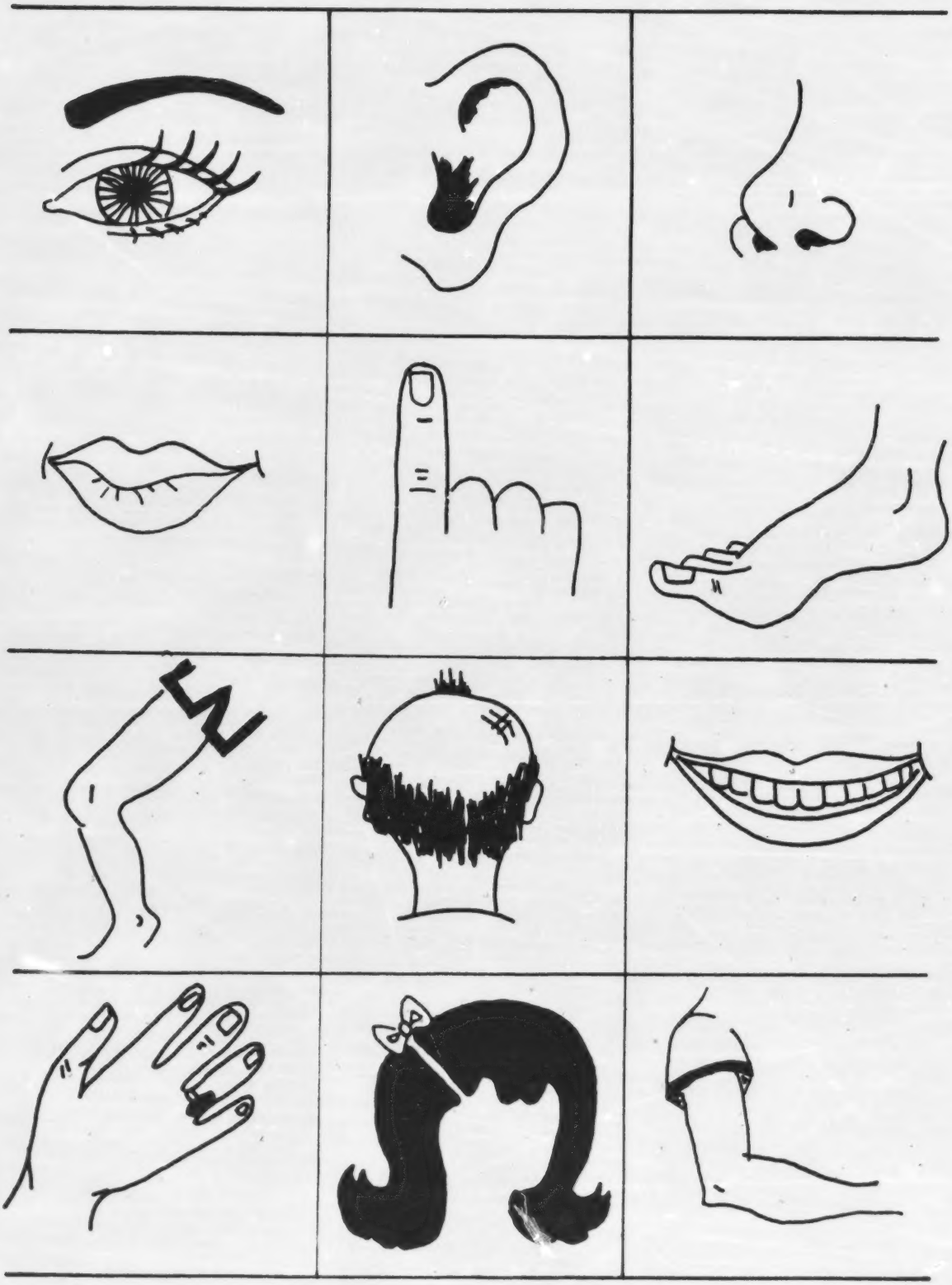
Across



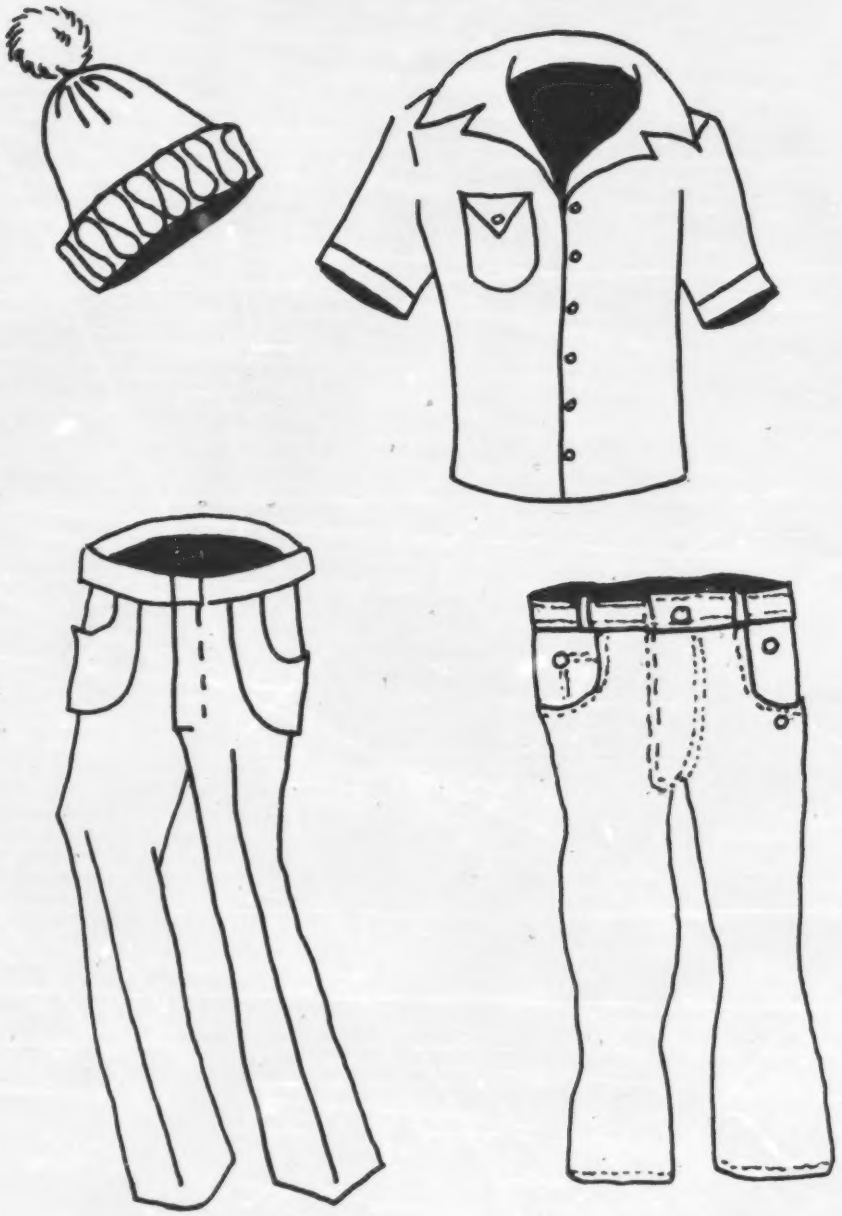
Nom_____

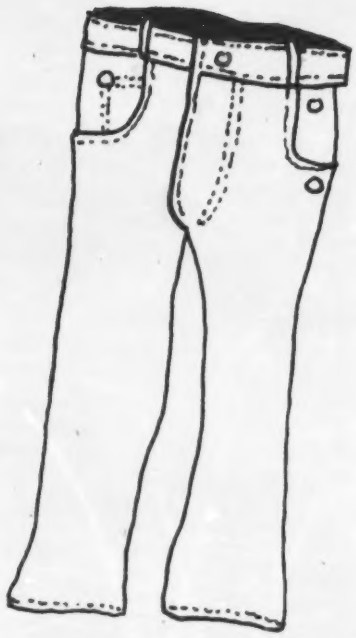






l'oeil	l'oreille	le nez
la bouche	le doigt	le pied
la jambe	la tête	les dents
la main	les cheveux	le bras





L'homme Mécanique Nom_____

la jambe
les yeux
la main
le pied
le nez
le bras
la tête
la bouche
le doigt
les oreilles

l'oreille

les yeux

l'oeil

la main

le doigt

les dents

la jambe

le bras

le pied

la tête

le nez

la bouche